

PERSONAL

I have had occasion recently to dig out the Newsom Report of 1968 (not the report pessimistically referred to by an African bookseller as *Half-hour Future* but the other one, about the public schools). After fifteen years, it makes quite interesting reading. For example, the recommendation contained in it that there should be assisted places was then thought of as a means to bring the private and the maintained schools nearer to full integration, not as a way of propping up the private at the expense of the maintained.

But I was most struck by the minority report, signed by the late Dame Kitty Anderson, Tom Howarth and John Davies, at the time director-general of the CBI. Reluctantly, they had concluded that they could not sign the main report, on the grounds that the committee as a whole had concentrated too exclusively on the social divisiveness of the public schools, and had taken as their first priority the mitigating of this evil. It was not at all surprising that this had been their top priority, given their terms of reference, which had been "to advise on the best way of integrating the public schools with the State system of education." And one of their specific tasks had been "to create a socially mixed entry into the schools in order to reduce the divisive influence which

they now exert." Nevertheless, those who signed the minority report held that, in pursuing this goal, the committee had lost sight of two major priorities of great importance, provision of boarding places, and of education suitable for the less able.

The minority, in fact, showed their concern more for educational than for social goals; and in this respect their unwillingness to sign the report seems to me both proper and farseeing. Though Anthony Crosland had ceased to be Secretary of State for Education by the time the report was published, the committee's terms of reference bear clear marks of the philosophy of that most theoretical of socialists. The sociological aspects of education were thought, in the Crosland era (the era also of Plowden) to be far and away the most important. It took some analytical clarity, at that time, to see (and some strength of will to say) that educational issues need not be considered in wholly sociological terms.

It is true now, as it was then, that too little consideration is given, on educational grounds, to boarding education. The very concept of boarding school is hateful to a majority of people. Many of them cannot make up their minds whether boarding schools



Mary Warnock

are institutions so like paradise that all should have access to them or none, in the name of justice; or whether, on the other hand, they are legalized places of torture, causing children to be ruthlessly separated from their parents, and the communities where they belong. Either way, they stink.

I still believe that, on the contrary, there is a large number of children, from variously non-child-centred homes, for whom boarding education, if not a positive need, is yet the most satisfactory solution to their educational problems, and this on strictly educational grounds. They may flourish better educationally if, let us say, being the odd-ball of the family, they can get away from the family

altogether for substantial parts of the year. They may flourish on the kind of continuous education that is possible only in a boarding school; they may need more time and space to themselves to become emotionally ready to be educated than they will generally get in a day-school. An exploration of the varieties of successful boarding education needs yet to be undertaken. It cannot be undertaken at all unless the present prejudice is overcome.

As for the less able, they are more fashionable these days; but their educational needs are nonetheless of central importance. And I believe that the private sector has done much less than it could to fill these needs. Private schools catering for the non-academic side of the non-academic side, like private nursing-homes for gentlemen, shut away in park-like grounds, staffed by otherwise unemployable persons, who would be paid a pittance in exchange for simply being there. Many such schools used to fold in more or less scandalous circumstances; one might come across their stories in the *News of the World*, or their grounds on far flung bicycle rides in the south and west of the country. There is no reason on earth why this should be so.

It is generally assumed that private schools provide the best education

(otherwise they would not be widely resented as constituting an injustice). But the best is frequently taken to be the most academic. And the private schools themselves, go along with this assumption. Why should not at least some of them set themselves out to provide the best in non-academic education? Why should there not be schools who advertise as demanding no common entrance standard - no selective examination at all? Why should they not claim credit for their sixth forms, as providing continuing education for those who would otherwise be cast out of school at sixteen, with no examination passes? There are schools which provide just such education in the private sector. But they still have to do so almost surreptitiously. They cannot proclaim their aims openly: the confusion between the different concepts of a good education are still too profound. But the advantages offered by a private school, advantages deriving from small classes, from boarding places, from a staff which knows all the pupils - these are more important to the academically weak than to the academically strong. It is time that this kind of educational priority should be asserted. It is here above all that the private sector, if it were brave enough, could set an example from which the maintained sector could learn.

ARISTIDES

Sir Keith opts for Prof Who?

Sir Keith Joseph has now chosen his candidate for chairman of his new Curriculum Council. It is Roger Blin-Stoyle, Professor of Theoretical Physics at Sussex University. So far, the reaction of the education stage

isly nice, clever, fair-minded man." He chairs the joint Royal Society/Institute of Physics education committee, and is considered a "smashing" chairman, good at listening, keeping things going and summing up. He also chaired the committee's recent Girls and Science working party, and was the main author of the report.

If the Royal Society has ever been tempted to waver in favour of proposals for a more general science-for-all approach for all pupils up to 16, Blin-Stoyle has been a strong influence keeping them to the three-ly nice, clever, fair-minded man." He chairs the joint Royal Society/Institute of Physics education committee, and is considered a "smashing" chairman, good at listening, keeping things going and summing up. He also chaired the committee's recent Girls and Science working party, and was the main author of the report.

is the wrong choice. "Roger is a nice and honourable man - but he has no knowledge of science teaching in comprehensives in the 1980s and has all the prejudices," said one scientist. Nor of course does he have any experience of school curriculum outside science.

The candidate for the job that everyone would support is the one and only Sheila Browne, who is about to leave HM Inspectorate for Newham College, Cambridge. There would be obvious difficulties about timing, but her appointment would be greeted with acclaim on all sides.



Roger Blin-Stoyle

Committee's swan song

The Commons Select Committee on Education, Science and the Arts will produce its only posthumous report next week, on further and higher education in Northern Ireland.

Because it no longer exists and its former members cannot claim travel expenses, the report will be published in London rather than Belfast as originally planned. The other main report outstanding - on the education of 14 to 19-year-olds - is lost and gone forever, unless the new committee decides to revive it.

The chairman and members of the new committee are not expected to be named until the autumn. At the committees are meant to reflect the strength of parties in the Commons, the whips have some complicated sums to do first. (397 into 530, put down 1, carry something . . .) But the Government should get a sense of about two-thirds and it is at least a possibility that education will have a Tory chairman this time.

The strongest candidate is thought to be Sir William Wainwright, the formidable Minister for Higher Education in Mrs Thatcher's DES regime, who has since fallen out of favour.

Birth of a controversy

Birth of a Nation, Sunday's controversial television film about secondary schools, was a carefully researched affair. Both the writer, David Leland, and the director, Mike Newell, spent a lot of time in and out of schools, talking to teachers and pupils. The children in the film had first-hand experience of comprehensives - they were recruited from London schools - and the actors had long talks with their real-life teacher counterparts in the three schools where the film was shot.

Tony Seaborne, the 16-year-old, from George Orwell school, who played the bully in the film, says the school in the film was "more or less the same as schools I know. You do get bullies and you do get riots, but it doesn't all happen so quick." He says he's "not doing very good teachers, but more often than not I don't get on with teachers - it's a teacher that treats me well, that's different, but they're rare." At first he wasn't keen to be in the film, but "I was prodded by my form teacher."

David Leland spent two years on the four films about education commissioned by Central Television. He followed two court cases closely - the one about the Harrison family who didn't send their children to school (the next film is about a deschooling case), and the case of the teacher from Litherland school in Liverpool who leaked the punishment book to the press - which



Schools meet vibrant energy and try to dam it up. It isn't working.

clearly influenced *Birth of a Nation*. He says it would be "very misleading" to see the film as anti-comprehensive. "Things like the exam system and corporal punishment are not inventions of the comprehensive system." His view, he says, "reminded me of what I went through at grammar school."

Leland himself hated his grammar school, where he was in the top stream, and left at 15. He became

an apprentice electrician, which he also hated, and began playing the banjo around Cambridge. That took him into acting, and he has been a successful actor, director (notably at the Crucible, Sheffield and the Royal Court, London) and writer.

Researching the film, he says he talked to a lot of teachers and listened to enormous numbers of children - outside schools and in youth clubs and amusement arcades, as well as in schools. He visited schools - finding that you see more if you wander round and supposedly looking for the office than as an official visitor. "It's very difficult to come by the atmosphere of a place on a guided tour: as a visitor you change what's happening."

He realizes schools are not the only problem for children: most parents are authoritarian and hit their kids, you see them every day in the supermarket. At the Glastonbury Peace Festival last weekend I saw at least four kids getting a clout you can't wave banners saying "Ban the Bomb" then, when your kids want an ice-cream, clout them round the ear."

But schools, he says, operate "an antiquated system, breeding vibrant energy and trying to dam it up. It isn't working - so many kids come out feeling they haven't benefited in any way."

Mike Newell, the director of *Birth of a Nation*, also did a lot of talking, visiting and reading. "Finding out what kids in that kind of school are like and how they are taught - it's changed utterly since I was at school. Cooperative heads let him spend a lot of time in classes, and he says that, while the film is an emotional point of view, it reflects

what they saw: "If we'd been too far out the children and teachers would have pulled us up very sharply." His answer to the criticism that several of the teachers in the film were stereotyped is that "there is an element of theatricality in teaching. Teachers use their eccentricities very carefully, and do act up to stereotypes."

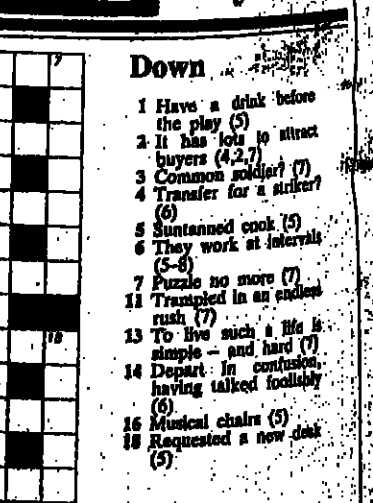
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No 107 CROSSWORD by Ruffs



Across

- Some medicine appears to act on wise men (7)
- Salter turned to crime and is seen in the dock (5)
- Visions to Europe have probably come across it (8,2)
- Blade of caution (5)
- Country needs a new name in the time (7)
- Yet they may form a large part of the west (9)

Down

- Have a drink before the play (5)
- It has lots to attract buyers (4,2,1)
- Common soldier (7)
- Transfer for a strike (6)
- Stunned cost (5)
- They work at intervals (5,2)
- Puzzle no more (7)
- Trapped in an island (7)
- To live such a life is simple - and hard (7)
- Depart in confusion having talked foolishly (9)
- Musical chairs (5)
- Requested a new chair (5)

Solution to Puzzle No 106

ACROSS: 1. Some medicine appears to act on wise men (7) - Salter turned to crime and is seen in the dock (5) - Visions to Europe have probably come across it (8,2) - Blade of caution (5) - Country needs a new name in the time (7) - Yet they may form a large part of the west (9)

DOWN: 1. Have a drink before the play (5) - It has lots to attract buyers (4,2,1) - Common soldier (7) - Transfer for a strike (6) - Stunned cost (5) - They work at intervals (5,2) - Puzzle no more (7) - Trapped in an island (7) - To live such a life is simple - and hard (7) - Depart in confusion having talked foolishly (9) - Musical chairs (5) - Requested a new chair (5)

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Villagers press for halt to new army range

by Sarah Bayliss

Villagers in Hampshire are renewing their campaign against the siting of an army firing range near local schools and playing fields following the incident in Surrey when an eight-year-old schoolgirl was wounded by a stray bullet.

Residents from Littleton and Harestock outside Winchester plan to lobby the Ministry of Defence which has just begun work on new barracks on the site of a former radio station at the Flowerdown camp, close to their homes.

They will press the local authority to revoke planning permission for an open firing range on the site which would be used by boy soldiers and recruits.

They have been alarmed by an incident last week in the grounds of Heather Ridge First School at Frimley, Surrey where Emma Breen was hit in the thigh by a 9mm bullet while playing with her friends. The bullet is believed to have been fired 1600 yards away by a Surrey police team practising on an army range at Pirbright.

Emma visited hospital twice in two days before the bullet was discovered but she was sent home this week after a successful operation and hopes to be back at school before the end of term. Firing on the range nearest to the school has been stopped by the Ministry of Defence until police and army inquiries are completed.

Residents in Hampshire say Emma's injury and the findings of an inquest into the death of Mrs Sheila Wenham, who was killed in April by a stray bullet from an army range, have raised new doubts about safety on firing ranges.

Mrs Wynn Cook, a governor at Harestock Junior school and a senior lecturer at King Alfred's College of Higher Education in Winchester, said it would be impossible to keep children out of danger from the new range being constructed at Flowerdown.

The three schools in Harestock - infant, junior and secondary - were shielded from the site by houses but the most concerned about children who used paths around the perimeter of the site to get to school. Three recreation grounds and a riding stable were also on the borders of the site, no further than a quarter of a mile from the new range.

Mr Norman Luff, chairman of the parish council told *The TES*. "In the past the MOD, the army and Winchester council have all said the range would be safe. I don't know if they could say that now." The next step would be to persuade Winchester to revoke planning permission.

Switch or risk sack, warning to surplus primary staff

by Mark Jackson

Surplus primary teachers in Labour-controlled Staffordshire were warned this week they must move into secondary schools or risk the sack. The authority has issued redundancy notices to 94 teachers, but says it has plenty of room for them in its secondary sector.

The education committee chairman, Mr Robert Cant, a former Labour MP told *The TES* this week that the authority was hoping to avoid any compulsory redundancies but would not be able to do so unless some of the surplus teachers were prepared to fill the secondary vacancies. He made it clear that the secondary schools would have to take them.

Staffordshire has just announced it plans to cut a further £6m off its basic education spending following a cut of £3m this year, partially offset by money for special development such as a microcomputer programme.

The big surplus in primary staff is due mostly to the closure of 40 schools, but has been swelled by the authority's decision to lop a year off its primaries in Stoke-on-Trent and transfer children to the secondary schools at the age of 11 instead of 12.

Mr Cant said that the authority was already working on a plan to

reorganize the secondary sector from 1985 which would mean the loss of 1200 teaching posts to match a fall of 20,000 pupils.

Teachers without secondary qualifications might be at a disadvantage when the secondary reductions came, although he hoped most would get back into primary schools before then.

He added: "The reality is that thousands of pottery workers have already lost their jobs in Stoke, and there's no reason why teachers should think they have a job for life."

Mr Tom Hudley, the chief education officer, said that he was still hoping that there would be no compulsory redundancy this year, but the position would not be clear until the end of this month. The authority, said Mr Hudley, was trying to ease the situation by raising the number of supply posts to 30 for the autumn term. Governing bodies and heads were being made to take the displaced teachers by being given short lists of one for a vacancy.

Mr Jim Murphy, a head and the NUT executive member who leads the teachers' panel on the Burnham Committee, believed there would be no compulsory redundancies this year, but that the union would face a real battle on the issue next year.



Board-wise . . . Anne-Marie Ashby, aged eight and a member of the Good Shepherd RC School team which came out overall under-9s winners in the National Primary Schools Chess Championships sponsored by Teachers' Assurance in Bayswater, London. Thirty six children from six schools, who had played on a knockout basis with teams throughout the country, took part in the semi-finals and finals.

Competing teams were: Under-11: Pike Fold Primary, Manchester; Good Shepherd RC, Coventry; Adamall Junior, Sydenham; St Albans Primary, Birmingham; Under-9: Hayes Park, Middlessex; Good Shepherd RC, Coventry.

EOC backs admissions test case

A test case on alleged sexual discrimination in school admissions procedures is to go before Lincolnshire County Court. Its outcome could be crucial in determining to what extent single-sex schools and colleges are obliged to adhere to anti-discrimination legislation.

The parent bringing the case against Lincolnshire education authority alleges that his daughter was refused a place at a girls' grammar school even though she had test scores higher than those of some of the boys admitted to a nearby boys' grammar school. He claims that for girls to have to get higher marks than boys in order to win a grammar school place is discriminatory. The Equal Opportunities Commission is backing his case.

Similar complaints raised in the past have not been brought to court because Section 26 of the 1975 Sex Discrimination Act exempts single-sex institutions from having to comply with the law in respect to admissions procedures. However, the passing of the 1980 Education Act, which allows parents a greater say in which schools their children attend, is thought to strengthen the case for proving discrimination. A date for the hearing has not yet been fixed.

JMB wants grades rethink

by Nick Wood

The Joint Matriculation Board, one of the biggest GCE boards, is attempting to reopen the debate about the system for awarding A level grades.

A report released by the board today reminds universities employers and parents that the present system has "very serious defects" and prevents GCE boards from discriminating properly between the bulk of candidates whose marks fall somewhere in the middle range.

The problem arises because the guidelines for awarding grades stipulate that only 10 per cent of candidates should be given grade C, compared with 15 per cent for grades B

and D and 20 per cent for grade E. As a result only five marks can separate candidates at the top of grade D and those at the bottom of grade B, making it difficult for examiners to award grades with confidence.

The board believes that the system could be improved if grades B, C and D covered equal proportions of marks.

The system was last reviewed in 1982. Lack of agreement about a new system and concern about the effects on university admissions led the then Education Secretary, Mrs Thatcher, to reject the case for reform.



Young Brown caught the Wimbledon spirit!

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Choosing heads

A change in the way prospective heads are interviewed is suggested by SIA

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End of terms

Will schools as we know them disappear by the end of the century?

Absent with leave

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Language for the listener: Susan Norman on new EFL packs; Liverpool local history materials; the *Mary Rose*: a computer software excavation plus reviews of physics and mathematics programs; a television series on India 28-31

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Above: George Cole in a scene from *Minder*. Right: *Whoops Apocalypse*, London Weekend Television's "earth shattering" comedy.



Press coverage of the report focused on the complaints about Kenny Everett (above) and ignored some of its more pertinent criticisms.

Chris Dunkley on why the BBC and ITV deserved higher marks from the teacher-authors of the new DES report on television

The old, old story—teacher knows best

How far should we trust and accept a report about television written by 15 school teachers who are quite happy to use the phrase "viability of challenge"? Not very far, some might think. But the conclusions reached in the DES report on *Popular TV And Schoolchildren* are actually considerably more numerous and less facile than most of last week's newspaper and radio reports about "sexy Kenny Everett" suggested.

Perhaps that is not surprising when you remember that radio and newspaper "sex" is a disinterested onlooker's assessment of the "informing" and "entertaining" by way of the older mass media have a vested interest in emphasizing the pejorative aspects of each successive report about television, the new mass medium which has overshadowed and to a large extent usurped their functions.

By the same token, however, teachers are not above suspicion: the famous trio of purposes listed for British broadcasting is completed by "education" and in some respects television has taken over this function remarkably effectively.

As page 1 of the report points out, children between 5 and 14 years of age spend an average of 23 hours a week watching television. Moreover (as the report does not point out) they choose voluntarily to do this, whereas the 30 or so hours they spend each week in class is a legal requirement. So teachers cannot be regarded as disinterested onlookers any more than newspapermen or entertainers.

The teacher's traditionally respected function of throwing open

windows on a wondering child's world must lose some of its attraction when the child turns up for the first day at school already armed with several years' experience of *John Craven's Newsround* and quite ready to correct any ludicrously outmoded ideas about dinosaurs or volcanoes, not to mention the economy of Nicaragua, which may still be lurking in the teacher's head.

Making allowances, then, for a hostility towards television which is perhaps understandably widespread, does the teachers' case nevertheless stand up? Not for very long.

Although the report's conclusions are in many cases perfectly reasonable they simply don't reflect the main body of the report. They open, for instance, with this sentence: "In the programmes viewed there was a high level of professional and technical excellence and much of the output of BBC and ITV was interesting and entertaining." Yet that is scarcely the main message of the report itself which dwells more often on bias, irresponsibility, materialism, sexual innuendo and so on.

Many will agree with the conclusion that specialist courses in media studies are not enough and that more teachers should be involved in examining and discussing television programmes with pupils. Some of us might have put at the very top of the list the conclusion that since viewing takes place at home there is a considerable responsibility laid upon parents to control the amount and nature of children's viewing.

Yet while most of the conclusions may seem quite sensible the main text suffers from virtually all the errors and false assumptions which have become so familiar from past reports of this sort - though not quite all. At least these teachers did not assume that what children watch are children's programmes. Instead they selected 23 titles comprising nine so-called "light entertainment" series, ranging from *Family Fortunes* and *Top Of The Pops* to *Whoops Apocalypse*, seven drama series including *Valise* and *Minder*.

five news and current affairs series; plus *Tomorrow's World* and *Police*. Since programmes such as *Top Of The Pops* and *Tomorrow's World* are watched more heavily by children than most "children's programmes" this is indeed the logical course to take.

Having selected just 23 titles, however, and excluded all the rest (the overwhelming majority) it is far from logical to start bemoaning television for its supposed oversights. On unemployment, for instance, the report remarks "The unemployed appeared mostly as statistics in news and current events programmes. In human terms television does not yet seem to be reflecting current changes in society, let alone applying them positively." They have to admit that one of their chosen series, *Shelley*, is all about an unemployed man but dismiss it as "light-hearted". But the reason they saw no serious treatment

of unemployment is very simple: all such programmes were excluded from their sample.

In similar fashion the teachers complain that "representation of ethnic minority groups in the programmes viewed was sparse". Perhaps they, like so many people, are unaware that ethnic minority groups in society at large are sparse and that only 3-4 per cent of the UK population have black or brown skins. That aside, their criticism is again self-filling: they excluded from their sample the sort of material which they subsequently complain was missing.

If the response to this is that the teachers were only interested in what most children watch most of the time, then - given that far more worthy and serious programmes are on offer, often at suitable times for children, as with *Weekend World* for instance - what are the teachers really telling us? That television companies should not be allowed to make popular programmes? That children should not be allowed to watch them? Or are they merely wringing their hands at the woeful bad taste of the average viewer?

I suspect that they are indulging in that old game so beloved of academics: trading within the print culture: judging television by all its worst products while judging their own favoured medium by its best. Television means *Family Fortunes* and *Dallas* and *Crossroads* whereas print means Dickens and Shakespeare and Thackeray and, at a pinch, *The Guardian*.

If children's reading matter was selected as this report selects television programmes, the teachers would find themselves considering *The Beano*, *The Dandy*, *True Romances*, *The Sun*, *The Sunday People* and possibly *Woman's Own*, but for some reason teachers don't seem to bother with that sort of exercise.

Perhaps the teachers would argue that today's children spend far more time viewing than reading, and that television consequently represents the

dominant culture. But if we go back a generation or so and consider the culture of the "penny dreadful", the music halls, *TV Hits*, and so on, does that seem notably less pernicious? It certainly lacked the vivid knowledge of the arts programmes, the high quality single plays, the music, social studies, nature programmes and goodness knows what else which television now makes available in 98 per cent of British homes.

Yet, as the report shows again and again, the teachers will come back to the programmes which most people choose to watch and ask what effect these are having upon them, implying repeatedly that the effects are deleterious. It is a classic example of the Whitehouse Syndrome: Mrs W believes that the more television people watch the more badly they are affected, yet the only effect it has upon her is to increase her concern.

Not one of the 15 teachers who wrote this report ever expresses even the inklings of any doubt about their own ability to distinguish good from bad on television, right from wrong, desirable from undesirable. To all of them the answers to such questions are as clear as daylight, and the same goes for all the children quoted.

Not once does the report manage to find a child saying "It's no good taking me about television, after watching it 23 hours a week for the last 10 years I just can't tell right from wrong." On the contrary we have a 13-year-old girl saying "Sex is shown in the wrong way. It shouldn't be shown on telly because it is a private thing between two people." We have a 15-year-old boy warning "In some cases television glorifies violence and makes it look like the right thing to do in a fight situation. This shows young kids that if they get into a difficult patch the thing is to do what *Minder* did last night and beat him up."

And we have a 17-year-old girl (you can feel her pursing her lips like a teacher as she says it) claiming "One of the major forms of corrupting a child is letting him see physical and verbal conflict as an acceptable and everyday occurrence."

It is the old, old story: everybody connected with this report is perfectly capable of seeing through all the dangers in these seductive television programmes, and is not only able but anxious to draw a moral from their viewing - even the 13-year-old girl. It is merely the rest of us, we poor, benighted fools who must be saved from the consequences of our own weaknesses. Teacher will save us because teacher knows best.

Chris Dunkley is the television correspondent of the Financial Times.

Government cash needed soon to end computer software crisis

by Carolyn O'Grady

Publishers are confident that the Government will soon announce plans to offer schools money to buy computer software.

There are difficulties in devising a package which would give schools the freedom to buy what software they like and still give the Government some control over what they buy.

Despite this it is widely acknowledged that some funding is needed if the Department of Industry and DES schemes to encourage the use of micros in schools are not to founder for lack of software.

Mr Richard Fothergill, director of the Micro-electronics in Education Programme, said last week that resources for teachers wanting software, especially in the secondary sector had become a serious problem. New ways to overcome it would have to be sought.

Although some I.E.A.s were responding slowly to the Micros-in-Schools scheme, most were enthusiastic, he said. Many were initiating training schemes which were more extensive than those recommended by MIP.

Mr Fothergill said that those I.E.A.s dragging their feet would eventually give way to the wishes of children, teachers and parents. The problem was that schools were being given the equipment, without necessarily having the money to buy software.

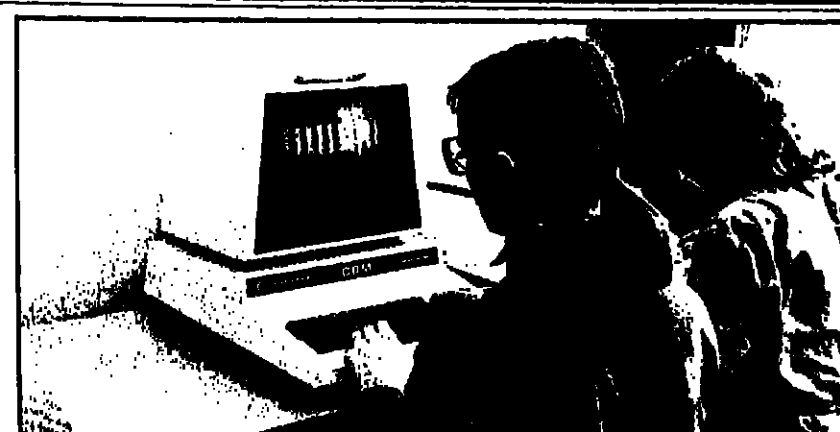
The secondary school market, he said, was not big enough to support its own software industry, and this was discouraging a lot of publishers from producing for it.

Eventually markets would be found abroad, but at present most publishers were producing software for the secondary sector at a loss.

Mr Fothergill said there were nearly three times more primary schools. Publishers of software for that age group could also hope to attract customers in the domestic market.

MEP had funded the development of more than 200 programs. The sort of software they hoped to encourage were simulations, programs which provided a framework for information retrieval and computer aided design.

A major problem for producers of software, he said, was copyright. There was no foolproof method of guarding against people borrowing software and copying it. Eventually this might be overcome by using ROM packs (solid state software) instead of cassettes and discs.



Computer's eye-view... fears are growing that in some subjects this can be top-skilled and inadequate

Know-all micro-chips deplored

by Bert Lodge

Computers in the classroom have been bad for some subjects, an international conference has been told.

Dr Roger Homan, senior lecturer in Brighton Polytechnic faculty of education, told the annual meeting of the Social Science Education Consortium at the University of Georgia that the omniscience of the computer and the heavy reliance on it for providing answers rather than elaborating questions had been a step backwards, at least for social studies and political education.

Dr Homan referred to a letter to *The Times* earlier this year in which Mr Michael Harrison, chief education officer for Sheffield, called opponents of micro-technology "a few ungenerous Bourbon-like defenders of a lopsided and inadequate view of culture". "It is the computer's-eye view of sociology which is lopsided and inadequate", Dr Homan said. "That which is teachable by computers or comprehensible by their operators is defined as the business of the subject

while that which cannot be so studied is rejected."

One instance was in political studies, where the study of voting behaviour expanded because it was easy to quantify, leaving less time to study ideas, policies and personalities.

"The development of attitudes and commitments gives way to activities centred on information retrieval, data analysis and the testing of hypotheses."

Data seemed to be losing its human significance and becoming more fodder for the new technology. "Children find themselves working with census data, not because of the intrinsic interest of demography but because the information lends itself to computerization."

At the same time, schools were investing more money in the new technology, leaving less for books, films, video and visits. Yet the campaign to install micro-computers in schools and the pressures to have them used could be expected to continue, Dr Homan said.

Advertising agencies emphasized the benign qualities of the instrument and how computer-assisted learning could help the blind, the handicapped and the educationally subnormal. Words with gentle associations, like Pet, Apple, turtle and software, were used.

Urged on by chief education officers and with inducements to purchase coming from central governments, heads would be quick to respond if only to put their school on the map.

"Once installed, the expense of the micro-computer must be justified by extensive use. It is therefore not the case that computers stand ready to serve the Bourbons but that the Bourbons are inveigled to legitimize the presence of the computer."

Dr Homan criticized the level of research carried out in the computer trade press - "saturated with case studies of successful practice invariably reported by the practitioners themselves. No self-respecting social science journal would allow such incoherence".

Heads' wives under fire

by Hilary Wilce

Headmasters' wives come in for a drubbing from a leading headmistress in the current issue of *Conference & Common Room*, the journal of the Headmasters' Conference.

Presenting a fierce case for having women as heads of girls' schools, Mrs Pauline Mathias, president of the Girls' School Association, dismisses the argument that when a headmaster is appointed the school gains extra benefit from a wife who can help look after the girls.

"Headmasters' wives are, like Caesar's, above suspicion, and probably excellent wives and mothers, but that is no substitute for qualifications and training, or why should the rest of us worry about professional standards?" she writes.

"It is in fact a double slight to the staff when someone untrained is put in authority over them. The headmaster's wife who in some cases subordinates her own life and interests to her husband's career and has never held an independent post is also untypical of women today and not a realistic model for schoolgirls."

Mrs Mathias, who is head of More House School, Central London, says that today's schoolgirls "will probably work throughout their lives, whether they are married or single, some of them having a two-part career with a break for child-rearing. They will face stresses, challenges, guilts, compromises and joys as a result of their dual role which men rarely encounter".

Because of this they need to see women in positions of power and responsibility, sometimes coping with a family as well as a senior job, and showing girls it is "not impossible" let alone improper, for them to do likewise.

No bar to mentally handicapped

by Diane Spencer



bridged the gap with other students, some of whom had apprehensions about mixing with handicapped people.

Mentally handicapped people can successfully take part in mainstream adult education classes, 150 adult education tutors and organisers were told at a workshop in London last week.

It was organized by the metropolitan region of the Royal Society for Mentally Handicapped Children and Adults (MENCAP), which has just completed a two-year project to integrate mentally handicapped adults in classes in Islington and Hillingdon.

Mrs Jacque Billis, project coordinator, said the scheme enabled mentally handicapped people "to join in a service open to the rest of us, and it promotes better understanding and respect for the mentally handicapped among the general public".

Volunteers from the community played an essential role in the scheme. Each mentally handicapped student was paired with a volunteer who helped him or her to travel to the class, gave advice on social behaviour, and

Above all, they encouraged the students to be as independent as possible.

Volunteers were recruited via local radio, newspapers and contacts in colleges. Altogether 47 came forward, nearly all women, most of them employed, and aged between 17 to 60.

In Islington - 12 subjects were offered in a variety of centres with a maximum of two pairs of students in each class. In Hillingdon, a different model operated, with two classes set up with equal numbers of handicapped and non-handicapped in each.

The project is being evaluated by the Thomas Coram Research Unit, and a report is expected next spring. However the two London boroughs have already decided to carry on with the classes next September.

● MENCAP is to receive a £600,000 government grant over the next three years, Mr Kenneth Clarke, the Health Minister, announced last week.

The arts fight back

Arts teachers are attempting to reverse the trend towards an increasingly vocational school curriculum. Up to 400 teachers of music, art, drama and dance are expected to attend the inaugural meeting of the National Association for Education in the Arts which is being held at London's Institute of Education today.

The impetus for the association comes from last year's Gulbenkian report, *The Arts in Schools*, which highlighted the parlous plight of the subject in the classroom. According to one of the organizers, Mr David Elliott, a teacher at London's Latymer School, cash shortages and falling rolls are pushing the arts off the school timetable.

The Government, HMI's and the Schools Council had all paid it "some attention" as education has come to be viewed primarily as a preparation for work, he said.

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NEWS

Classroom interruptions the bane of an English teacher's life Sorry, I'll read that again ...

by Nick Wood

A nightmarish picture of lessons being continually disrupted by frantic searches for books and keys to classrooms, workmen drilling on the roof and pupils not turning up emerges from a new study of the day-to-day life of English teachers in secondary schools.

"The efforts some (teachers) had to expend to ensure that a class, a set of books and a room were all united happily seem not just ludicrous but nightmarish," says the report from the Schools Council and the National Association for the Teaching of English.

The report is based on the work of 36 groups of teachers in six different parts of the country. The teachers recorded how they taught English to third and fourth-year pupils.

Besides problems with books, rooms and absent pupils, teachers found that they were unable to give the lessons they planned because essential equipment such as tape recorders and video machines were either defective or unavailable.

Few English departments had a purpose-built suite of rooms so teachers had to lug books and equipment from class to class. Others on split-site schools invariably turned up late for lessons after battling through traffic jams and roadworks.

Typical comments include: "Chaos. Diverted to the music room because exams have started. I was late anyway, having had to start CSE in the hall. Not enough desks. No chalk. Too much to collect reading books and folders from the staff-room, so I lectured on the most common faults found in the essays." One group reported that a lesson



had been ruined by the lack of a key for the new stockroom and a lengthy search for books which finally turned up eight copies in three different editions for 23 pupils in a bottom CSE set.

Not altogether surprisingly, none of the pupils turned up for the second lesson and it took 15 minutes to "round them up". The third lesson was "seriously done, but to the accompaniment of men fixing skylights on the new library roof, for which they needed electric drills, loud conversation and the occasional snatch of song."

The teacher, a senior member of his department with 22 years' experience, concludes: "Everybody else has such bright ideas. But they do not have my 4-CSE set."

Another teacher said planning even half a term ahead was out of the question. A combination of fourth-year exams, a special education session when the timetable was suspended for a week, a sports day,

a hobbies competition and a dry-run of the new timetable made it impossible.

One woman teacher tried to explore the theme of violence with her fourth-year group of 30 children. But her efforts were in part subverted by her son's serious illness, which meant she missed the first lesson, and a week's illness of her own. After one day away on a school trip, she returned to find that her class had played cards.

The report says that the interruptions described are "commonplace" and their cumulative effect is to wear down "enthusiastic and committed teachers striving to devise and carry out a programme of interesting and enjoyable lessons".

"Considerable mental and physical agility is required for survival in teaching and, however idealistic and experienced a teacher, there are times when stress, marking loads, pastoral concerns or ill-health mean getting through the next lesson is as much as can be contemplated at any one time," it says.

The report calls for a shake-up in school organization with heads minimizing timetable interruptions and doing more to ensure there is a proper supply of books and equipment.

Best laid plans: English teachers at work. Edited by Sue Horner. A report from the secondary committee of the National Association for the Teaching of English. Published by the School Council by Longman. Available from Longman Resources Unit, 33-35 Tanner Row, York YO1 1JP. 74 pages. Price £1.95.

Well-established comprehensive told to branch out

by Biddy Passmore

HMI reports

A seven-year-old comprehensive which has established good academic credentials should branch out and discuss with parents the introduction of courses suited to less able sixth-formers, HM Inspectors suggest.

Senior staff at the Range High School, Sefton, are uncertain whether courses like those offered by the Business Education Council would command the support of parents, the report says. But the school might find alternatives to O and A levels just as acceptable to parents and employers and more appropriate for some pupils.

The school, which opened in 1975 to cater for the expanding population of Formby on Merseyside, now has a roll of 1,114, of whom 182 are in the sixth form. The report says its predominantly young staff can look back with pride on the high standards of academic, creative and practical work they have achieved in seven years - as well as good behaviour and a consistently high attendance rate.

But the inspectors say the staff should introduce more differentiation into their teaching in some subjects, such as English, in order to match individual pupils' needs. They point out that an investigative approach to learning can achieve examination results just as good as those gained through a more formal approach.

In history, for instance, lively teaching methods involving a lot of discussion and individual research enabled pupils to think for themselves and elicited a consistently good response.

They also suggest that staff could learn a lot about teaching pupils of different abilities from their colleagues in the school's excellent remedial department, where the work is described as varied and relatively demanding.

Remedial staff are at pains to avoid "narrow utilitarianism," the report says, and succeed not only in reinforcing basic arithmetic but also in enabling pupils to grasp many of the concepts of "modern" maths with confidence.

Teachers at Ormesby School, Cleveland, where 112 out of 849

pupils have special educational needs, are praised for their success with integrating handicapped children.

Ormesby School, which changed from a secondary modern to an I-16 comprehensive 10 years ago, is also commended for its positive outlook and high aspirations despite rapidly falling numbers.

Examination results are good and have shown noticeable improvement over the last three years, the inspectors say. But they criticize a tendency in some departments to concentrate too much on the potential needs of the exam syllabus.

"This is especially true in English," the report says, "where excessive use is made of past examination papers, and the sciences, where an over-cautious approach is adopted." Narrow and unimaginative teaching was also damaging standards in mathematics.

The school library, which double as a classroom, is inadequate, the report says.

In a commentary on the report Mr Alan Calderwood, Cleveland county education officer, said urgent action was being taken to find more money for the school's library and that a teacher should soon be given more specific responsibility for it.

The authority had felt concerned about the mathematics department for some time. Some changes had already been made and a re-examination of method and approach would come with the appointment of a new head of department this September.

Too much time spent on English, maths and RE

A primary school in Doncaster is criticized for spending too much time on English, mathematics and religious education at the expense of other areas of the curriculum.

At St Francis Xavier Roman Catholic Primary School, infants spend up to three-quarters of their time and junior pupils just over half of their time on those three subjects, the inspectors report.

"The result," they say, "is insufficient time for music, physical education and topic work in infant classes, and for music and science in most junior classes." They advise the school to consider the overall balance of the curriculum and the use of senior post-holders to stimulate subject development.

The school, which has 165 pupils aged three to seven, is praised for its pleasant, family atmosphere and for the high standards pupils achieve in literacy and numeracy. Art and craft work is also described as consistent and promising.

But, the inspectors say, standards in "project studies" - incorporating history, geography and science - are uneven because the work is not systematically planned. In geography, children's knowledge was "limited"

and in science, "present levels of achievement and understanding ... are not a sufficient basis for the next stage of education".

Music, too, gave the inspectors cause for concern. Older children rely heavily on broadcast material and levels of performance in singing (the basic activity) were "not good". A Nottinghamshire primary school that is moving away from formal class teaching in favour of group and individual work still has many problems and uncertainties to resolve if each child's needs are to be met, the inspectors report.

They say Brooksbury primary school in Clifton has already made progress but that interpretation of the new methods within the school varies widely. Reallocating staff responsibilities would help.

In mathematics, where the new techniques are farthest advanced, HM Inspectors saw encouraging evidence of a movement away from "an undue preoccupation with computation" towards practical mathematics activities.

The school, which has 173 children, is described as a happy community with good relationships between staff and pupils.

Girls still reluctant to take science

by Hilary Wilce

Formal barriers to sexual equality in schools and colleges have mainly disappeared, but discriminatory attitudes among pupils, staff and parents persist. The numbers of girls taking science, maths and technical subjects also remain at a disturbingly low level, according to the 1982 annual report of the Equal Opportunities Commission.

Because of this, the Commission is now concentrating on strategies designed to influence underlying assumptions. Joint initiatives with local education authorities include a curriculum monitoring exercise in Scotland, and a Croydon project to involve girls in computer studies.

A leaflet on the implications of girls' traditional choice of subjects, *Getting It Right Matters*, was sent to 60,000 enquirers within three months of being published, the report points out.

The annual report also notes that the Commission continues to receive complaints from women teachers about promotion, redeployment practices and differential benefits in teachers' occupational pension schemes.

7th Annual Report 1982, Equal Opportunities Commission, Overseas House, Quay Street, Manchester M3 3HN. £3.

£1.3m for centre

The Oxford Centre for Management Studies has been given £1.3m by Mr John Templeton, an American, who read law at Balliol as a Rhodes Scholar before the Second World War, and who founded the Templeton Prize for Progress in Religion. Now a British citizen, he lives in the Bahamas.

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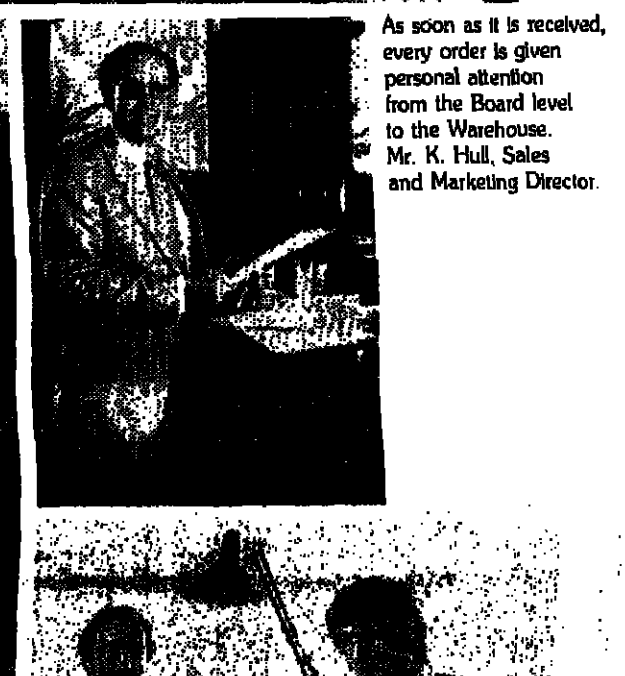
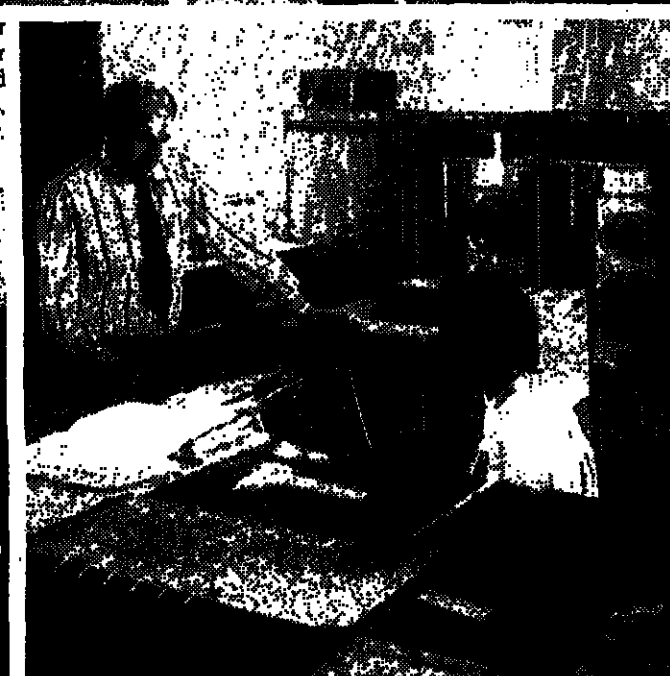
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PRIMARY

Sharp rise in child abuse cases

by Bert Lodge

The number of cases of child abuse reported last year to the National Society for the Prevention of Cruelty to Children stood at 1,452—a rise of 23 per cent. But the injuries were less severe than the previous year—a trend since 1977.

Dr Alan Gilmour, director, said the figures in the annual report out this week suggested children subjected to ill-treatment were now being identified and referred for help at a much earlier stage.

More than 40 per cent were referred either by the parents or another relative. This promoted the society's policy of prevention rather than prosecution.

Mr Gilmour said just under 40 per cent were reported by the general public. Under-fives accounted for nearly 40 per cent of all children helped last year. He pointed out that 30 per cent of cases involved parents under the age of 34.

Helping more than 47,000 children during the year had been expensive and reserves to cover expenditure were now down to under three months compared with seven months in 1979. In the last year, deficits of more £2.1m had to be met from invested reserves.



This nursery class extension to Hill Mead Infants School, Lambeth, is among the changing faces of "The Urban School", as drawn over the last decade by the ILEA/GLC architects. An exhibition of their work is now at the Royal Institute of British Architects (66 Portland Place, London W1, 10am-6pm) until Friday, July 8. The exhibition, which was on display at the Royal Festival Hall in January, has been remounted at the RIBA to coincide with the publication of *The Urban School* (The Architectural Press for the GLC, £10.95), a history of educational building in London since 1870.

Among the projects is a scale model

of the Hammersmith and West London College. Here corridors and storage space are used to shield the two horse-shoe blocks of teaching accommodation for 2,500 from the high level of traffic noise inherent in an urban site.

New buildings on this scale became less common as the 1970s wore on, and the priorities switched to modernization and rehabilitation, maintenance and repairs. An example of the craftsmanship required to maintain the legacy from the London School Board is illustrated in the exhibition with pictures of the rebuilding of a tower at the Alderbrook School, Balham.

Successful anti-smoking campaign goes nationwide

by Nick Wood

Primary school children have been discouraged from experimenting with cigarettes by the Health Education Council's new *My Body* project which was launched nationally this week.

Initial trials of the project in Sheffield schools found that smoking rates among children aged 9 to 11 were cut by nearly half.

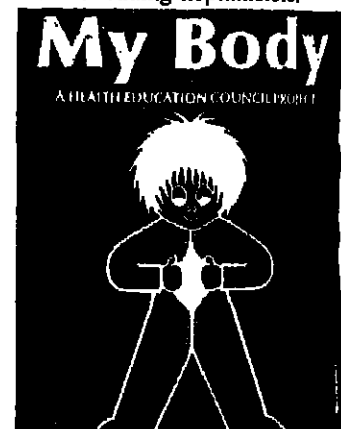
The study involved 270 children in two groups of 135. One group followed the six-part project at school while the other did not. Two years later, 57 children from the control group had tried cigarettes, compared with 35 from those who had taken the 40-hour course.

"Our research shows that the *My Body* project has enormous potential," Mr Donald Reid, coordinator of the HEC smoking education programme, said. "If it were to be taken up nationally, we could see a real impact on the number of children who smoke."

The project, published by Heinemann, is aimed at children aged 10 to 12. The teacher's notes set out the six main themes of the course—air, body structure, the need for oxygen, body systems, health and illness and pollution. This is backed up by classroom cards, a games pack and a smoking fact-file.

The HEC is also claiming that the project could help adults give up smoking. Research has shown that children who have taken it have had some success in persuading their parents to kick the habit.

A study of parents revealed that in 139 out of 176 homes where one or both parents smoked, children who



NEWS

NUT says profiles will force staff to review attitudes

by Richard Garner

Many staff will have to rethink their aims, objectives and teaching strategies if a pupil profiling system is widely introduced, the National Union of Teachers says today.

In a pamphlet issued as a discussion document for members, the union says the adoption of a formative profiling system—whereby there is a continuous assessment and review of the pupil's progress—would require many teachers to review their attitudes to their job.

"The completion of a profile covering the wide range of skills and qualities identified in the criteria (for a formative profile) would present many teachers with tasks which they feel unable to perform adequately."

The pamphlet says that there is general agreement among teachers involved in profiling that the work, together with the necessary consultation with other staff, is extremely time-consuming.

It says teachers must therefore be consulted about the introduction of any such scheme, adding: "The degree to which a profile would be valued by employers and other users would seem to be a major factor in convincing both the teachers and pupils that a profile scheme is a worthwhile innovation."

The pamphlet says that if such a system was widely introduced with a credibility and status equal to that now given to public exams, teachers

may be able to place less emphasis on the assessment of examination candidates and concentrate on profiling.

However, it continues: "It seems likely... that in the initial stages of the introduction of profile reporting in schools, the work involved will indeed be a substantial extra commitment: teachers will therefore need to be convinced of the purpose and value of such a commitment and will need to be assured of adequate support, both within and outside the school, in undertaking it."

The pamphlet emphasizes that a profile is not a method of assessment but a record of information about a pupil, and it reaffirms the union's support for the development of profiles for secondary pupils.

It says the present examination system is inadequate, designed to cater for only the top 60 per cent of the ability range in any subject. The result is that many youngsters leave school at 16 with "no tangible record or evidence of their work and achievements."

The union is committed to profiles, it adds, because it believes that "all the work of all the pupils in a school is worthy of being assessed and recorded."

Pupil Profiles: a discussion document is available from the NUT, price 50p.

RCA rector to quit early

by Paul Flather

Controversy at the Royal College of Art has been renewed by the announcement that Dr Lionel March, the rector, is to leave in September next year, two years early.

A terse statement from the college said that Dr March, who was appointed amid controversy two years ago, had decided to leave for personal reasons.

Dr March is declining to say anything more until he has explained his decision to a meeting of the college council next week, but it is understood that he had become tired of the continuous college infighting, and the difficulty in imposing reforms.

Three recent events combined to make his position as head of the college even more difficult: an early retirement plan involving a number of professors was abandoned; plans to launch a multi-million pound appeal have borne little fruit; and the senate has failed to ratify the appointment of Mr George Stoney, Dr March's personal choice, as dean.

Dr March, an architect, and design specialist from the Open University, took over as rector in 1981 promising to reform the administrative structure of the college.

His appointment came shortly after a major row when the college was accused in a report by an official visitors' committee of being in breach of its charter in not considering enough the needs of industry in fostering the promotion of design.

Dr Rhodes Boyson, then under-secretary for higher education, took the unprecedented step of sending the report to the college, and warned the college council that its recurrent grant might be reduced if it did not make appropriate reforms. — *THES*



Safety officers from the Inner London Education Authority are preparing for a national ban on a hairdressing preparation after four alarming incidents in which pupils' hair has caught fire during practical lessons.

Craft and science teachers in the capital have been warned of the hazard which is believed to be an oil-based preparation used to give a glossy wet-look to the kind of "Afro" hairstyles pictured above. They have been asked to be especially vigilant in practical lessons where naked flames and bunsen burners are in use.

Mr Bob Stock, the ILEA's principal safety officer, said this week that two bunsen burners had been identified and both were being analysed. The Home Office was also establishing whether the brands could be subjected to an import ban.

Mr Stock said preliminary tests had shown that the preparation was volatile and made hair ignite more readily and burn more fiercely than it would normally.

He was worried that the risks might be greater in the home where young people were alone when an incident took place, or at a disco where panic might ensue.

NEWS

Gay teachers supported

by Hillary Wilce

Teachers and other council employees should not be penalized for wearing gay badges or displaying homosexual affection at work, says a Greater London Council group in a consultation paper.

This has been sent out to trade unions and other bodies in the name of Mr Andy Harris, from the Gay Employment Group.

The statement says that "the wearing of gay and lesbian badges, displays of physical affection between mem-

bers of the same sex, coming out as gay or lesbian to colleagues and/or clients... shall not in themselves be the grounds for disciplinary action against or dismissal of any GLC-ILEA employee."

The Gay Employment Group, a sub-section of the Gay Working Party, has suggested that eight new jobs should be created to monitor and implement anti-discrimination policies. A proposal to the GLC to fund four of these eight jobs has not yet been considered.

Fate of NUT rebels undecided

by Richard Garner

Hundreds of rebel NUT members who took part in a one-day unofficial strike in inner London last week are still waiting to hear whether they are to be disciplined by their union.

According to the Inner London Education Authority, more than 40 schools were affected by Wednesday's strike action which was in protest over compulsory redeployment.

The NUT's national officers can take disciplinary action against any individual member deemed to have broken the union's rules without re-

course to the executive—which is the final appeals tribunal to which any disciplined member can turn.

However, with Mr Fred Jarvis, the union's general secretary, abroad on union business this week, no action had been taken against the teachers who defied his request to work normally.

The action, which involved a lobby of Labour councillors, was initially proposed by the officers of the Inner London Teachers' Association but they failed to get the support of the

union's action committee. It was then organized at school level.

Meanwhile, a special meeting of the council of the Inner London Teachers' Association of the NUT was expected to endorse a four-point plan on transfers this week. It called for a moratorium on compulsory transfers, a reopening of negotiations on a completely voluntary system for transfers, safeguards for teachers who have already transferred and more security for those on part-time and temporary contracts.

Training institutions asked to provide politics classes

by Bert Lodge

Political education should figure in the common curriculum of every student teacher according to a report by London University's Institute of Education.

One staff member in every initial teacher training institution should be responsible for coordinating policy on the subject, says the report by the Institute's curriculum review unit.

Where a postgraduate certificate in education course is running a professional methods course option should be offered in the teaching of political education.

Introducing the report, Mr Alex Porter, whose appointment as the Institute's lecturer in political education in 1976 was the first in Britain, said that a survey last year showed almost 80 per cent of middle and secondary schools claiming to provide for political education. Nearly half said they ran courses exclusively concerned

with the subject. Yet a survey published in 1981 showed only seven teacher training institutions were providing a methods course special to political education. In only one case was this a main professional study.

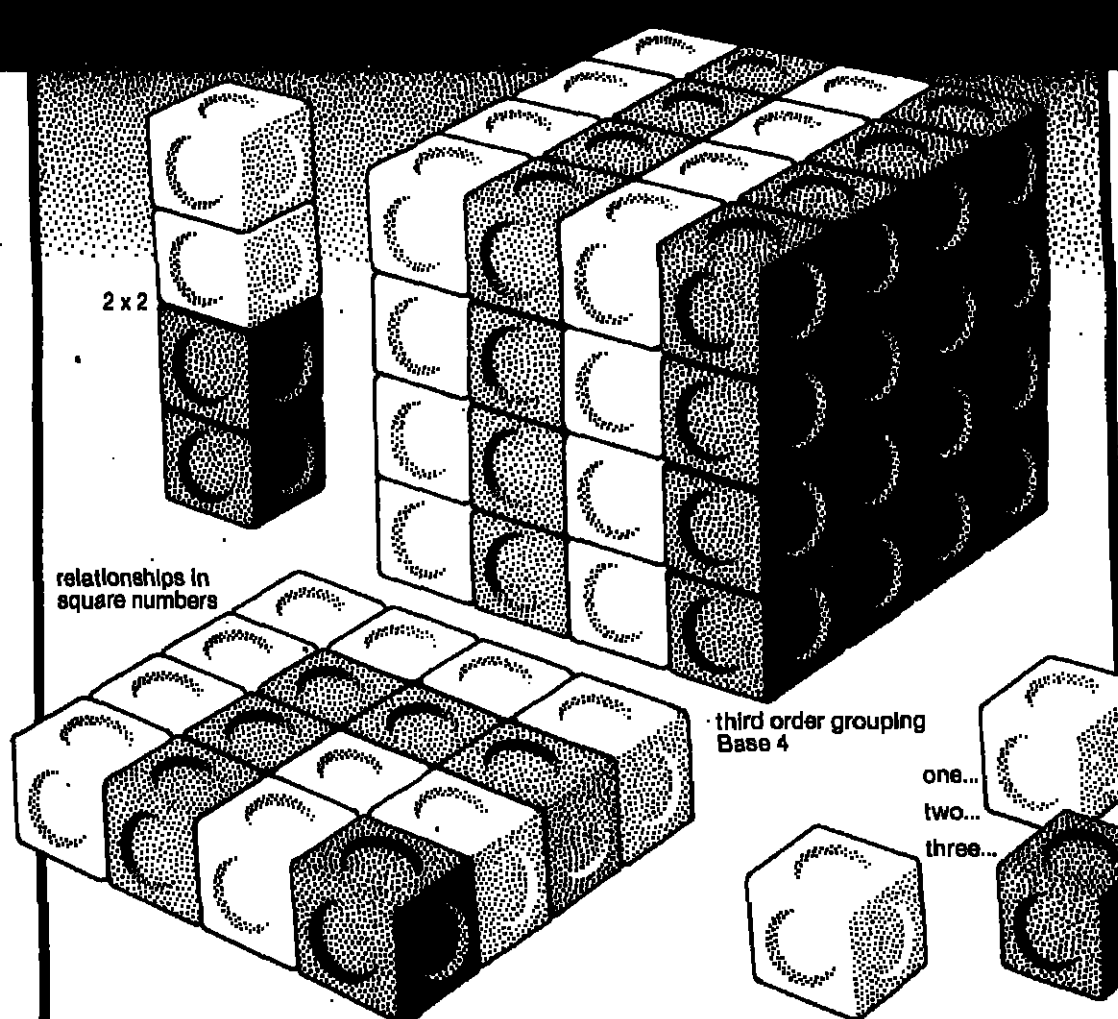
However, that survey found many respondents planned to, or wanted to, introduce new courses. Those who already did so wanted to improve them.

The Institute's report warns that tutors concerned with initial training in political education should be particularly careful about the teaching strategies and methods they adopt.



Mr John Hunt (above) headmaster of Roedean School, Brighton, is leaving to pursue historical research on Dutch settlers in South Africa and to manage his family's Scottish estate. He was the first man to head a girls' independent school when he took up the post 13 years ago.

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In February this year, The Times Educational Supplement published a special 16-page feature, on School Visits. It gives details on day trips to various museums, the Stock Exchange and historical buildings all round the UK as well as covering Venture Weeks, a 'Do-it-yourself Europe' survival course together with tips on how to make your school visits enjoyable occasions for both pupils and teachers.

This is now available in reprint form, price £1.00 and can be obtained by sending a cheque/postal order made payable to Times Newspapers Limited (no cash please) to Frances Goddard, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX.

Nick Wood on a diagnostic service for children with learning difficulties

BUPA links low achievement to medical problems

BUPA, Britain's biggest private health insurer, has come up with its own explanation for the failure of many talented children to make the most of school.

The association believes that physical factors, particularly repeated ear infections and eye problems, if uncorrected in early childhood, often cause the spectrum of reading and writing difficulties, more popularly known as dyslexia, that later undermines the classroom performance of many bright youngsters.

This week it launched the BUPA clinic for educational underachievement, believed to be the first of its kind, at its London medical centre, better known for its screening service for over-weight and over-worked executives.

For a fee of £85, children will undergo a five-hour battery of tests intended to assess performance in a wide range of areas: hearing, muscular coordination, vision, intelligence, and educational achievement and potential. They will also be checked for allergies.

A report will then be sent to the child's parents and the family doctor. If disabilities are found, the clinic will suggest medical or educational remedial measures. The clinic is being run by Dr Audrey Wisbey, a former headmistress and educational psychologist, who has specialized in remedial

education for 20 years. She believes that the search for an understanding of educational underachievement should shift towards physical causes and away from psychological factors.

Dr Wisbey, who reckons that one child in four is failing to fulfil his or her potential at school, said the success of a six-month pilot scheme had persuaded the association to go ahead with the clinic.

"One of the encouraging things about the trials and our research is that of the 100 children we have had through our hands, there is not one that we have not been able to help. 'Nearly always it is a problem of hearing, vision or balance, which existed during the first years of life and so impeded development."

"These problems are often outgrown before going to school, but the consequences have never received attention. This is usually aggravated by emotional problems arising from a lack of understanding from both the parents and the appropriate professionals."

She singled out "glue ear" — a condition affecting one pre-school child in two, in which repeated ear infections lead to intermittent deafness — as a major cause of later learning difficulties.

"It held back a child at the time he or she should be developing fastest, picking up new words, phrases and beginning to put together sentences. Pointing out that glue ear could be readily cured by drugs, surgery or a



Vision check: one of BUPA's performance tests

change of diet, she urged doctors and parents to be more vigilant in identifying it and arranging treatment.

Although it cleared up spontaneously usually by the age of six, teachers should be aware of its frequently damaging consequences and more effort should be directed to building up the impaired "auditory memory" of affected youngsters.

Dr Henry Beric Wright, chairman of BUPA medical centres, acknowledged that the clinic, with its predominantly medical approach to what was often seen as an educational problem, would have its critics.

But the health and educational establishments, living in their separate "enclaves", had failed to deal with dyslexia — a "major deficiency". The clinic would bring the experts together under one roof, Dr Beric Wright said.

"Too often children who are dys-

Special schools will stay — Minister

by Richard Garner

Special schools would not close as a result of the 1981 Education Act, Mr Robert Dunn, the new education junior minister, said this week.

The Government did not intend the wholesale transfer of children with special educational needs to ordinary schools, he said.

He said the main purpose of the Act was to do away with the term "disability of mind or body" and replace it with the concept of "special educational needs".

Mr Dunn was speaking at a preview of a new audio-visual package produced by the Department of Education and Science to help teachers overcome the difficulties of teaching children with special educational needs. The package will be officially launched next week.

The £45 pack is intended for use as in-service training material for teachers. It consists of a half-hour introductory video programme with four separate programmes on specific learning difficulties and an accompanying booklet.

It shows mostly how teachers have recognized pupils' special difficulties and taken steps to deal with them.

It also suggests that some difficulties may well be overcome if pupils can see their teacher's face. As an example is given of a teacher explaining a chemistry experiment while obscured by a test-tube. Children with hearing difficulties in this episode are unable to concentrate on what he is saying.

The package, *Children with special educational needs* is available from the Central Film Library, Chalfont Grove, Gerrards Cross SL9 8TN, price 145.

New college urged in Ulster

by Hilary Wilce

Londonderry should have its own separate institution of further and higher education in order to stimulate economic and social development and counteract the pull of Belfast for would-be students.

Such a college could also encourage cooperation with the Republic of Ireland, by attracting students from across the border, according to a report published this week by the Select Committee on Education of the last Parliament. Funding for such cooperation could come from the European Economic Community.

The institution could be formed by amalgamating the North West College of Technology with Magee University College, the report suggests. Mr Chris Price, former chairman of the committee, said this week that a study of the relationships between the New Magee University College showed that Magee had always felt itself to be the poor relation.

However, a working party is making arrangements for Magee to become a constituent part of the new university which is being created by merging Ulster Polytechnic with the NUJ.

The report, which ranges over all aspects of 16 to 19 provision in the province, is critical of the way teacher

training has been reorganized. It recommends that the decision to remove certain specialist secondary-level courses from the colleges of education, while retaining specialist courses at the Jordanstown campus of the projected new university, should be reconsidered.

If specialist course provision were concentrated in the colleges, the report argues, it would help to bring up the quota of students in the Roman Catholic colleges to the 40 per cent of total intake fiercely claimed by the church, and would also offer opportunities to increase inter-denominational cooperation.

The removal of specialist secondary-level courses might, the committee fears, mean staffing changes which could lead to a drop in the standards of primary courses.

Committee members, who visited Northern Ireland for five days last October, and who took evidence in London, were generally impressed by the province's Youth Training Programme, although the report recommends more in-service training for staff associated with the scheme.

The report speaks approvingly of the cooperation between the education and employment departments, which run the scheme in partnership, and stresses that there is no need for

an outside agency similar to the Manpower Services Commission to be created.

At school level, the report urges the province's Education and Library Boards to review rationalization of A level provision. If no action is taken, the report says, "the Secretary of State should have powers to ensure that rationalization takes place".

The report casts doubt on the often-quoted belief that Northern Ireland's schoolchildren do better than pupils elsewhere in the United Kingdom. Such claims tend to be true only for the top 20 per cent, it says.

The achievements of the other 80 per cent appear to be lower, on average, but real comparisons will not be possible until statistics are collected in the same way throughout the United Kingdom.

Several committee members said this week that they had been impressed by the deep commitment of the pupils and teachers in the schools they had visited, but that they did not know to what this could be attributed.

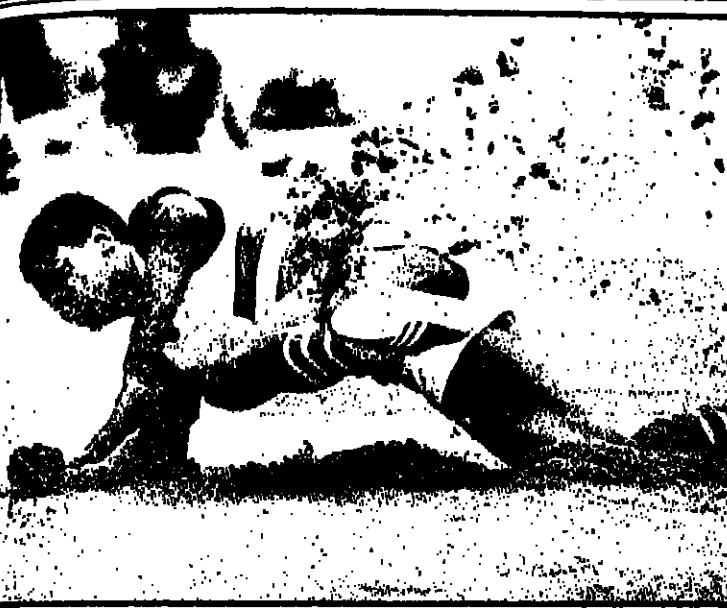
Further and Higher Education in Northern Ireland, House of Commons Paper 180-I, HMSO, £5.55.

Teachers in Newham, East London may bring the borough's schools to a standstill on the day the education committee decide their future.

The local branch of the National Union of Teachers have voted to call a one-day strike on July 8 to protest against possible closure of six schools and some schools.

They are angry that the tertiary college option is still being consid-

Tertiary issue provokes protest strike



Leaping ahead: athletics one of the ways for black pupils to do well.

Blacks see games as chance to make their mark

by Diane Spencer

Black pupils are three times as likely as whites to be involved in extra-curricular sports, according to a survey of one Yorkshire school.

Researchers found that 68 per cent of boys of West Indian origin in sports teams came from the lower academic band, and a substantial number of them seemed to reject most aspects of school other than games.

There were signs that black pupils looked on sport as providing an opportunity to "colonize" one major area of school activity and make it their own, the report says. "Racial boundaries at the school had become more sharply delineated as a result of sponsorship of West Indian involvement in sport."

The study took place over 16 months in 1980 and 1981 in "Hillview Comprehensive", the pseudonym for a 1,000-pupil school in a working class urban area in Yorkshire, where 32 per cent of the pupils were of West Indian descent and 4 per cent of Asian aged between 11 and 16.

Mr Bruce Carrington of Newcastle University and Mr Edward Wood of Durham University decided to do this exploratory investigation because of West Indian parents' anxieties about their children's academic failure, which they see as the price of their success in sport.

The study aimed to identify, describe and analyse the social processes accounting for the different rates of participation between white and black pupils, the authors say in the current issue of *Multiracial Education*, the journal of the National Association for Multiracial Education.

Many West Indian parents think that teachers believe black children possess physical rather than intellectual abilities, and so encourage them to concentrate on sport.

The survey showed that some teachers did operate on this racial stereotype. Black pupils were described as "lacking in ability", "unable

to concentrate", "disruptive" or "aggressive". On the other hand, they had "a well developed sense of artistic ability", "greater athletic prowess than white pupils", or were "ideal for dance and drama".

These attitudes were reflected in some pupils, says the report. "In this school most coloured people believe they're better at sport than white people. . . . Also sports success is encouraged by teachers", one black pupil remarked. Another said: "If it wasn't for the coloured blood, our school wouldn't be as good as it is in sport."

Teachers cultivated involvement in sport of disaffected, unruly pupils as a means of trying to control them, or in compensation for low achievement, say the authors. One of the school rules stated that truants and disruptive pupils would be barred from school teams, "but it was apparent that this rule was interpreted with a good deal of flexibility".

Pupils were aware of this. A black rugby player said: "Sometimes you're stopped from playing for legging it — but if you come late or muck around in the corridors, you're still allowed to play."

Another boy said: "Most of the teachers are not bothered about truanting — but you've got to be in on Friday if there's a game on Saturday."

Some white pupils boycotted extra-curricular sport because of a traditional working class resistance to schooling, but others did so because of prejudice against the black team members.

Only one white boy and none of the black pupils saw a career in sport as a real option, although many hero-worshipped black athletes and sportsmen.

Multiracial Education, NAME, PO Box 9, Walsall, West Midlands WS1 3SF.

Safety move in rugby rules

by Bert Lodge

Two changes in the rules governing schoolboy rugby are expected to be introduced in September. The aim is to halt the increase in serious upper limb injuries which are occurring at the rate of about half a dozen a year compared with one every few years up to the 1960s.

In all games involving players under 19 it will be an offence for a player's shoulders to be below his hips in rucks, scrums and mauls.

The other change will affect the

law which says a player must not deliberately throw himself on another lying on the ground with the ball. From next season referees will whistle immediately whether the occurrence be wilful or accidental.

The changes are expected to be passed at the annual meeting of the Rugby Football Union next Friday.

In May 1982 the five nations' committee of the international board set up a two-year fellowship to investigate rugby injuries.

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NEWS

Discussion paper lists weaknesses in appointment procedure

SHA criticizes selection of heads

by Bert Lodge

Heads should be brought in as professional consultants when an authority is filling a vacant headship, a discussion paper suggests this week.

The Secondary Heads Association says appointment committees frequently have nobody on them with any personal knowledge of the job of a head. A senior head from a school similar in size and character – not necessarily within the authority – could be invited to act as professional consultant, taking part in both short-listing and interviewing.

The discussion paper also proposes a "mentor head", chosen from senior colleagues, to be assigned to a new head during his first six months.

SHA criticizes confidential references as the aspect of appointing most in need of review. It refers to DES-funded research into selection procedures being carried out by the Open University and known as the POST project. This has already come to the conclusion that "most references given by employing local authorities do not provide any comprehensive range of skill and knowledge specifically tied to headship".

The document considers the crucial part played by the "special code" where any reservation on the part of the referee may be interpreted as "the tip of an iceberg of inadequacy", which automatically disqualifies the candidate.

"All this ignores the suspicion that on occasion an authority may write-up a candidate, the burden of whose employment they feel unable to bear for the rest of his or her professional life."

SHA suggests that as a complement to a senior education officer or adviser might visit candidates in their present post and watch them at work.

Information supplied to candidates about the school is said to vary from inadequate to super-abundant. Often drawn up by the education office, it is "sometimes out of date, seriously misleading, baldly statistical or blatantly propagandist". What it ought to contain but often does not is a discriminating account of the school's present state, the problems and opportunities awaiting the successful candidate and what the governors, staff and parents expect of the head.

After visiting 55 authorities and surveying a further 26 by post the POST project found only one which provided a written job description for its heads. There should be a description of the sort of head required for each particular vacancy.

While the interview is invariably the culmination of the selection procedure the SHA asks if it should play so central a role. "It isolates one skill above all others, the ability to think quickly and to respond coherently to questions under pressure."

It could be replaced by interview-discussions involving three or four people and concerned with specific areas of headship. Or candidates could be asked to submit a written response to specific questions after their initial visit to the school.

Like newly-appointed TPs, governors likely to be on interviewing panels should get training. And when the appointment is finally made, if the applicant should subsequently turn down the offer he or she should not be judged too harshly.

"As a footnote, may we deplore the practice of refusing expenses to a bona

fide candidate who withdraws and of withholding payment from a successful candidate until he or she takes up the post. Neither practice seems to be consistent with professional trust."

About 400 secondary heads are appointed each year, 300 to a first headship. So the appointment procedure of a local authority decides how something like £250,000 in salary will be distributed and who will be responsible for an enterprise which may cost £25m over the average 15 years of a headship.

The paper asks whether there should be full-time senior management courses of a term or a year, and whether such courses should also become a route to jobs in education administration, the advisory service, or teacher training. SHA feels that if senior people in these branches as well as heads all went through similar training, it would make for easier interchange within the profession.

The selection of secondary heads: suggestions for good practice. SHA, 29 Gordon Square, London, WC1. 60p.

Independents 'not ignoring industry'

The popular notion that public school boys avoid studying subjects relevant to industry is a myth, according to a survey by the Independent Schools Careers Organization.

It found that the three most popular subjects for boys who left major independent schools last year were engineering, economics and business studies, and science. History was the seventh most popular subject, with languages a long way behind in eleventh places.

The survey covered more than 200 of ISCO's 300 member schools, which include most of the country's leading independent boys' and girls' schools. Schools reported on more than 3,000 school leavers and nearly 11,000 boy leavers, of whom a fifth either changed school for sixth-form work or continued with GCE courses elsewhere.

They are omitted from the statistics, which show what subject leavers studied or what job they entered straight from school – not necessarily their final career.

More than half the boys and girls went on to university (52 per cent compared with 54.5 per cent the year before), with a further 11 per cent moving on to other degree courses. In addition, 16 per cent of girls who left school after A levels and 6.5 per cent who left after O levels went on to other full-time or sandwich courses such as higher diplomas or secretarial training.

Fewer boys started full-time, non-degree courses: 7.9 per cent of A level leavers and 3.6 per cent of those leaving after O levels. That is probably because more of them went straight into a job: 7.6 per cent of the boys who left after A levels and 3.8 per cent of those leaving after O levels. The figures for girls were only 3.2 per cent and 0.9 per cent respectively.

The survey, compiled by Mr S G Danks of Sheffield Polytechnic, covers a favoured sample of schools – all ISCO members, for example, have a sixth form. The Department of Education's statistics for 1981 show that 21 per cent of leavers from independent schools (at both 16 and 18) went straight into employment. But that was still only a third as many as in the maintained sector.

Mr John Beardmore has been appointed principal inspector of schools for the London borough of Bexley and will take up his post in September. He has been inspector for secondary education with the London borough of Havering since September 1978.

Mrs Catherine Brogan is to be head of Netley Primary School, north London. She will take up her post in September.

Administrative appointments: Mrs Elizabeth Fisher, adult education officer of the Diocese of Lincoln, takes up the post of assistant director of the North of England Institute for Christian Education in January.

Mr Peter Hämig, Head of Westminster Cathedral Choir School, is chairman of the Choir Schools' Association in succession to Mr Michael Blee, Head of Salisbury Cathedral Choir School.

Lord Bullock is to be honorary chairman of the Educational Publishers Council.

University and college appointments: Professor Derek Hull, Henry Bell Worsley Professor of Materials Engineering, is to be a pro-vice-chancellor at the University of Liverpool for three years from October.

Bacon and eggs first things on the autumn timetable

by Diane Spencer

There will be a warm welcome of bacon sandwiches, scrambled egg, toast and tea for pupils at a Lancashire high school next autumn.

St Peter's RC High School, Prestwich, has been given the go-ahead by the local education authority to start a breakfast service for one hour before the start of the school day.

The head, noticed many children arrived hungry an hour before the start of classes.

He sent letters to parents asking them if they would support the idea of breakfast and received favourable replies. As the 700-strong school enjoys a good reputation for its meals, he expects enough pupils to tuck in to the

25p breakfasts in September. But he gave a warning: "We are not trying to open up a transport cafe – we certainly could not cope with 700 breakfasts; I think that around 30 or so will turn up regularly."

Blackburn education authority's school meal service has put breakfast on the menu for the past five years. Depending on the school and the need, they offer "bapburgers" at 25p, flapjacks, bacon sandwiches, or just a drink, in a variety of schools.

Mrs Ruth Foxall, the school meals organizer, estimates that 45 per cent of secondary schools and 20 per cent of primary offer some form of early morning refreshment.

Planning for AD 2000 gets under way today

by Biddy Passmore

A gruelling conference that aims to produce a new framework for future education policy and to publish it straight away starts in London today. It is the first major part of the project "Education 2000", which was launched at the end of January by a group of leading figures from education and industry.

The organizers want to break away from conventional reviews of social policy which, they say, suffer from the time lag between the start of the study and the publication of recommendations – and few of which result in any positive action.

Instead of "talking shops", they are therefore organizing two "writing conferences", at which participants will be divided into groups, each of which will be expected to produce a chapter of a

consultative document with the aid of a word processor. The document will be published in book form immediately after each conference by the Cambridge University Press. In between conferences, participants will lobby for their ideas to be put into practice.

The week-long conference at Westfield College will "define and recommend the characteristics of an educational system which will be relevant from AD 2000". A further conference, next year, will attempt to work out how that change can be brought about.

Among the topics for discussion by groups next week are: "Education for a lifetime", "Timescales in education", and "The seven ages of their needs". The 60 participants will be drawn mainly from schools, colleges, universities and industry.

School appointments: Mrs K M Phillips, deputy head of Plumpton Comprehensive School, Essex, has been appointed head of Marshalls Park Comprehensive School, Romford, in the London borough of Havering.

Mrs Linda Horsfield, deputy head of Sandhurst Infants School, Catford, London, has been appointed head-teacher of Athelney primary school, on the Bellingham Estate, Lewisham, London. She starts on September 1.

Mrs C V Wall takes up her appointment as head of Sutton J M & I School, Hornchurch, in the London borough of Havering on September 1.

Mrs J M Johnson, deputy head of St Benedict's Upper School, Bury St Edmunds, is due to take over as head of the Sacred Heart RC (aided) Girls' School, Uxminster, London borough of Havering, at the start of the autumn term.

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No increase in £25-a-week payment
Rejection of YTS trainees' claim for higher allowance infuriates unions

TUC leaders are badly worried about the prospect of maintaining full union cooperation in the Youth Training Scheme after Mr Norman Tebbit, Employment Secretary, decided to hold the trainees allowance down to £25 per week. They fear that anger with the employers – who told the Government not to raise the allowance – may influence the working of the joint bodies like the area manpower boards set up to run the scheme.

The issue has created the first big open rift in the alliance of interests involved – the unions, employers, and the education service. The Manpower Services Commissioners' recommendation to increase the allowance to £31.45 was made on a split vote.

this arrangement is costing the MSC around £15m a year.

Some of the commissioners favoured reducing or abolishing the threshold as an alternative to raising the allowance, a course which has the backing of some influential careers service chiefs. This would have avoided a clash with the employers, since travel costs are paid for by the MSC.

The commissioners were told at their meeting that to pay travel expenses to all trainees spending more than £2 a week would add another £15m to the MSC's costs out of a YTS budget of nearly £1,000m a year. But the majority decided it would be fairer to stick to the promise to raise the basic pay for all trainees.

At a press conference after the Commission vote, Mr Young appeared to be defending the CBI's stand. He said that the CBI had told him there was "a very fine balance between success and failure" in getting its members to cooperate on the necessary scale, and that he would rather accept their view than risk losing the scheme.

Mr Young was asked whether employers who balked at paying another £75 a year to a trainee out of a £1,950 grant could be trusted to spend enough on the youngster's training, but refused to be drawn.

He denied that the report of the Task Group, which was signed by the CBI members, contained a clear recommendation that the allowance of £25 which was being paid to Youth Opportunities Programme trainees at the time should be raised to maintain its real value for the introduction of the YTS. Members of the MSC's Youth Training Board, which Mr Young heads, were saying this week that his denial was incompatible with the report of his own officials to the last meeting of the board which stated that the Task Group had "concluded that there was a need to maintain the present (YOP) allowance in real terms."

Mr Young is determined to get the full quota of places in industry, and may be hoping to exceed the number. In that case there could be fewer places than originally planned in the colleges.

MSC officials said this week that they did not expect that the places outside industry would be fewer than the 130,000 which have already been identified, but this figure is itself 30,000 under the target.

This means that trainees will go on paying for their own travel unless it is more than £4 a week, at which point they can claim reimbursement for the total amount. Reimbursement under

MSC to make telephone checks on employers

Manpower Services Commission officials are planning to check on the quality of YTS schemes over the telephone.

The MSC says the calls will be made in between inspections and that the frequency of the visits will vary according to their opinion of the employers or whoever is running the scheme.

Although Mr David Young, the commission's chairman, is refusing to give any indication of how often schemes will be inspected, he insists there will be enough inspectors to ensure the quality of the scheme.

The youth organizations, defeated in their attempts to get the Commission to implement the Task Group's suggestion that young people should be appointed to the area manpower boards, are pressing for them to be brought into the monitoring arrangements.

Officials have agreed to suggest to managing agents that they should consider bringing trainees on to the programme review teams – the groups to be set up within projects to carry out the internal monitoring, by which the officials are setting great store. But they have no intention of making this a requirement, or even suggesting that it is desirable in all cases.

The monitoring issue is now certain to raise a storm at this year's

Labour Party conference, which is held soon after the YTS comes into full operation in the autumn. The Socialist Education Association decided at the weekend that it will put monitoring at the head of a list of weaknesses in the scheme in its resolution to the conference.

The association wants Labour to attack the Government for encouraging inadequate monitoring, and is accusing the Conservatives of placing the interests and profits of employers above those of young people. It wants local education authorities to be given the responsibility for monitoring all education and off-the-job training in the YTS, whether it is carried out by the colleges or anyone else, and it is demanding that the careers service should be involved in all placements to prevent employers selecting unfairly.

The SEA resolution, if it is adopted by the conference, will further embarrass those Labour authorities who are taking Government money for projects under the New Technical and Vocational Education Initiative. It brands the programme divisive, and calls for a work-related curriculum for all pupils and a redesigned 16-19 system offering everyone education or training without financial hardship and based on a modular approach rather than the traditional separate courses.

This is Angie's reason for not going to school



RHINO by David Leland

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CENTRAL

OVERSEAS

HMI full of praise for Forces school

by Philip Venning

The British Forces School in Naples has given top marks by HM Inspectors in their first published report on a British school abroad.

The Inspectorate, at the invitation of the Ministry of Defence, carries out inspections of schools run by the Service Children's Education Authority. Its report on the Naples school is the first to be made public since the Inspectorate started publishing its findings this year.

The inspectors are full of praise for the school, which they describe as very good, owing much to the hard work of the staff. Much of the English was outstanding and exciting developments were taking place in environmental studies. The work in maths was competent, and in music and science encouraging progress was being made. Those parts of the curriculum which were less successful by comparison were likely to be tackled effectively and imaginatively.

At the time of the inspection the school had 105 pupils, all but four of whom were of primary age, drawn from a wide area around Naples. About a fifth of the pupils were not from military families, and some were Italian.

Although the inspectors thought the amount of space in some classes was limited, this did not inhibit the work being undertaken. Least satis-

factory was the room available for indoor physical education.

Overall, the standard and quantity of resources available was satisfactory, while the number and type of books available was very good. The reading scheme had recently been expanded and new schemes introduced. There was an adequate supply of other apparatus and equipment, including a wide range of audio-visual aids with the bonus of a new micro-computer.

The report also praises the staff of six full-timers and one part-timer who had managed well, "isolated as they are from any immediate in-service and advisory support, to rethink and revise the aims and objectives of the school and to undertake a revision of the major schemes of work".

The school offered a broad curriculum with a good balance between basic skills and other subjects. The oral work throughout was good and the standard of reading was high.

Good standards were achieved in maths, which was often used in other parts of the curriculum. Some of the best work was in environmental studies, involving visits to the surrounding area and to Rome.

One of the few criticisms is of the children's painting, which was often immature.

Exam time in middle school reform

ITALY

Summer holidays have started early for 11 million Italian children because many schools were used as polling stations in Sunday's elections.

Of this number, 900,000 13-year-olds have been sitting a recently-introduced exam: the "middle-school" leaving certificate, which is also the obligatory minimum education level, made up of five years' elementary and three years' secondary schooling.

The middle or lower-secondary school is the most recent to have undergone a complete reform. A radical revision of the outdated 1962 programme was implemented in 1979-80. The result was an absolute novelty in education to the traditional model. The fact that pupils could be examined on the Beatles or on Voyager's trip to Saturn had no precedent in Italian education.

The major subject of education, Italian, became "linguistic education", and it was not just a change of this together with the foreign language programme (of which English is the bright star of the firmament). It has become the launching pad of the four basics: listening, speaking, reading and writing skills.

On leaving, pupils are examined in all subjects orally, and must sit three written exams: linguistic education, foreign language and maths.

Though enthusiasm for the new secondary school programme has increased since last year's tentative results, it remains an anomaly within the Italian education system, sandwiched between the obsolete elementary school programme, which has not been changed since 1955, and the decidedly decaying upper-secondary programme which dates back to 1923.

Rita di Guiseppe

Primary exercise books ruled out in Bombay

INDIA

A S Abraham reports on a return to the slate and a school meals cutback

Primary school pupils in Bombay have been using slates instead of exercise books since the start of the new academic year last month.

The change was ordered by the state director of education (Bombay) is the capital of Maharashtra state) and caused consternation among principals, teachers and parents, none of whom was consulted.

The reason given was that school-children have to carry heavy satchels containing too many bulky exercise books. The shortage of paper was also cited.

School principals are unconvinced, attributing the move to bureaucratic whim.

But they, as well as teachers and parents, are worried about the ill effects of what they consider an educationally retrogressive step. They fear that children will not be able to retain most of what they have learnt, and

that homework will be made redundant.

Teachers will be overburdened in the classroom, they suggest. Soon they will have to assess work done on the spot, the absence of ruled exercise books will hamper letter-formation and clean writing by children, and keeping track of each child's progress will become much more difficult.

The new government of Andhra Pradesh state in south India (capital Hyderabad) has cut its school lunch scheme by nearly half.

The scheme was presented as a priority and allotted £50m by the Telugu Desam party when it toppled Mrs Indira Gandhi's Congress (I) Party five months ago. The money provided six million children with a midday loaf or bun each, and some milk.

However, from last month only 3.5 million children - those aged between six and eleven - are being fed.

The official reason is given as a lack of funds, but the government also expressed dissatisfaction with the results of the scheme, and complained it was taking up too much of teachers' time.

OVERSEAS

Budget clouds darken the Californian campus sky

UNITED STATES

Peter David on the cash crisis in universities as a result of political policy shifts

Hard times have at last caught up with California's unique system of further and higher education - long regarded as the jewel in America's educational crown and a model system for combining academic excellence with a liberal admissions policy.

A report by the state's Post-Secondary Education Commission warned this month that all segments of the sprawling system, from the elite campuses at Berkeley and Los Angeles to the dozens of community colleges, are facing unprecedented budget cuts which will jeopardize academic standards and undermine California's long-standing commitment to open access.

Mr Patrick Callan, director of the Post-Secondary Commission, says in the report that three problems are fueling the crisis. They include an unresolved dispute about the size of the higher education budget; a controversy about soaring student fees; and a lack of attention to long range planning.

Although California has one of the richest economies in the United States, the state government faces huge deficits - partly a result of the passage in 1978 of "Proposition 13", the controversial law which cut property taxes and drained money from education.

This year, Mr George Deukmejian, California's Governor, is waging a bitter battle against fellow legislators to block proposed budget increases and prevent increases in sales taxes next year. As a result, public universities and colleges still do not know whether they will face substantial increases next year or reductions averaging 4 per cent.

This uncertainty, the report complains, creates a vacuum in decision-making within the colleges and



Students in California: There for an effective education.

makes a "farce" of budget planning by principals.

The financial uncertainties have been compounded, the commission says, by the state's zigzagging policy towards student tuition fees. In theory, the state legislature is committed to a policy of "gradual, moderate and predictable" fee increases. Over recent years, however, political strife within the state government has "disembodied" the policy through a bewildering series of policy shifts.

First, the governor proposed hefty fee increases at the state university. Then the legislature reacted by eliminating all increases. Later, the state government voted to outlaw any fee increases in the coming year regardless of the possible cuts in college budgets.

Much as it supports a policy of low student fees, the commission says, a prohibition on fee increases

is likely only to exacerbate the financial plight of the colleges, and erode the quality of courses on offer. "Any view which equates student access solely with the level of student fees runs the risks of ignoring the reason why students come to college in the first place - presumably for an effective and high quality education."

The commission's report includes a survey of the impact of this year's cuts on California's community colleges. It reveals that the majority of the 106 colleges have reduced the number of courses they offer, deferred the replacement of equipment and increased student fees. Taking inflation into account, the community colleges have lost 20 per cent of their purchasing power since 1977. As a result, student enrolment dropped by 5 per cent.

At the other end of the California system's spectrum, the University of California - the nine-campus system at the top of the three-tier hierarchy - is becoming increasingly concerned about a widening salary gap between its staff and those at comparable universities.

The Berkeley campus, still rated the best all-round research campus in the United States, believes its preeminent position will slip rapidly unless the state agrees to give the lecturers a catching up pay award. David Saxon, the university's president, said academic salaries in California were now more than 18 per cent lower than those offered by private universities like Stanford, Yale and Harvard.

A long-term result of this decline, the Post-Secondary Commission warns, will be for California to lose its claim to combine academic excellence with a highly accessible university system. If the state's politicians continued to treat education as just another part of the state budget, said Mr Callan, "I predict that the future will see poorly financed institutions weighed down by contradictory and short-term policies - institutions whose reputations and ability to serve the public have been seriously damaged."

Foreigners to get less of a welcome

AUSTRALIA

Andrew Casey looks at the sensitive question of overseas students and proposed restrictions on their numbers.

The number of overseas students coming into Australia to study in local schools as a prerequisite for tertiary education will be frozen next year - and probably cut back in 1985.

Senator Susan Ryan, the Federal Minister for Education and Youth Affairs, has announced that because of pressure on places in schools, universities and college education, the overseas student aid programme will be radically revamped.

The Labour Government, which was elected last March would make it socially equitable, fitting in with its democratic socialist philosophies.

At the moment the only criterion for entry to Australia for these students is that they and their parents are in the upper income brackets of the Asian societies they live in, Senator Ryan said.

In the past few years students from Malaysia, Hongkong and Indonesia have been pouring into Australian schools and universities. This has largely been due to the sharp increase in the cost of education for overseas students in Britain and the United States.

Overseas students coming into Australia can get their secondary education free if they enrol in a state school or a technical college. Private schools charge fees but they are not exorbitant and it is often a good way for overseas students to ensure a place in tertiary education.

Once a student from Asia passes an Australian matriculation exam he or she is qualified to enter any tertiary institution. Most institutions do not discriminate between overseas students and local students when deciding who will be allowed to enter their courses.

To do an undergraduate arts degree course in Australia costs an overseas student \$A1,700 (£950) a year. The same degree in the United Kingdom

would cost approximately \$A5,000 a year.

In New South Wales, the largest Australian state, 2 per cent of the students sitting for last year's matriculation examination were private overseas students from Asia. From this 2 per cent came one in five of the state's top 300 matriculation passes.

The success of the Asian students in the matriculation exams - and the scarcity of tertiary education places which have been cut back by the economic recession - has forced Government and universities to rethink their entrance policies.

But the overseas student issue is a very sensitive diplomatic question in Australia. When Monash University in Melbourne, the capital of Victoria, announced last year that it was introducing, for the first time, a quota on overseas students it caused a minor diplomatic scuffle.

And when a confidential report from Australia's largest university, the University of NSW, was leaked showing that it recommended strict controls on the entry of foreign students it made big news in Asia, coupled with features alleging rampant racism on Australian campuses.

The University of NSW report stated bluntly that overseas students were stopping local students from enrolling in their preferred courses.



Susan Ryan... planning a freeze on numbers

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LETTERS

Programming the micro specialist

Sir - Carolyn O'Grady's article, "Growing doubts on micro scheme" (TES, June 17) may cause some alarm if its implications are not viewed rationally.

It is estimated that by December 1984, at the end of the Department of Industry's scheme to provide micros for primary schools, at least 80 per cent of them may have purchased subsidised equipment, and some 154,000 teachers will need training in its use. Some i.e.s are expressing reluctance for their schools to participate in the scheme, and it is interesting to examine the reasons why.

In some cases, where an objection is being raised, it appears to be coming from those who are either secondary or HE computing specialists (who frequently have little real knowledge of primary education), or from primary school specialists who have little real knowledge of the new technology. Fortunately, there is a steadily growing number of primary school teachers, advisers and lecturers who are becoming more knowledgeable about computers, and who are beginning to appreciate that although there is much to learn, it does not all have to be achieved overnight, as long as a sensible start is made.

There is indeed, as Carolyn O'Grady indicates, wide disparity in both purchasing assistance and INSET provision between different

areas. Lack of provision is often accompanied by the kind of justification described in the article: "the equipment may be improperly used". It is in fact hard to envisage any "improper" use of a computer in a primary school. At the very worst a school would concentrate initially on one use of the micro, rather than exploit the whole range of uses a computer can offer.

Understandably, those who worry about a single use usually fear that primary schools will concentrate overmuch on using programs in which children are practising skills. But surely children in primary schools should be spending perhaps a quarter of their time in school on practice, and at the present time it would be a fortunate school which possessed more than one system to share between each four classes? Teachers have to start somewhere. If using relevant drill and practice programs is an easy starting point, is this necessarily a bad thing, especially when one of the purposes of the in-service training requirement which accompanies the Department of Industry's scheme is to move on from the point and illustrate other uses of microtechnology in primary schools?

Another, more realistic objection that is raised by dissenting i.e.s is that the training of 155,000 teachers causes practical difficulties, not the

least of which is finding enough tutors to undertake the courses. Perhaps the first step is to encourage groups of primary schools to work together on a self-help basis to use the resources which the Microelectronics Education Programme has commissioned.

The Department of Industry computer arrives in a primary school with a modular distance study pack, and a range of software. Having studied a module, groups of teachers could meet together regularly after school to discuss it and plan the classroom activities. The same group could examine together some of the accompanying programs, discuss their place (or otherwise) in the primary curriculum, and decide how a class might need to be organized so that the software can be put to best advantage.

The Open University has produced a Computer Awareness pack, already published for 380Z and soon to be published for the BBC micro, which groups of primary teachers could study on their own. Last spring, the BBC transmitted three programmes on "Micros in Education" which show interesting examples of some different ways in which microcomputers and microprocessors are being used in school. Many teachers' centres will have recorded these for loaning out.

Longman are publishing a modular in-service course *Micros in the Primary Classroom* which again could be

studied by groups of schools working together. Although many of these group activities would be better if supported by a tutor, it is silly to suggest that they can only be of benefit if a tutor is present. All that is needed is some encouragement from the i.e.a. to get started!

However, MEP recognizes the fact that much more is needed in the way of primary in-service training, and that more tutors to support it are required. Carolyn O'Grady does not mention in her article the new National Primary Project which has been set up with a brief to identify INSET needs, to develop materials to help tutors running courses, to run courses which will aim at training the trainers, and to promote curriculum development in the primary field.

The project will run over the next two to three years, by which time we would hope to see about 700 people nationally able to support in-service and pre-service training for primary teachers in the field of microtechnology. If each of those 700 trainers were then to take responsibility for training some 220 primary teachers, the target figure of 154,000 could be met.

ANITA STRAKER
Director
MEP Primary Project
St James's Hall
King Alfred's College, Winchester

Double meaning

Sir - I read with interest the extract of the HMI report on the Northern College (TES, June 10). Since I have little knowledge concerning the college I cannot judge its validity but it did strike me as strange that the criticisms of the college could also be applied to recent events at the DES and, indeed, the HMI.

I quote: "a sample of the written work indicated that students' ideological viewpoints tended to impede academic objectivity", which appears an admirable description of the DES publication *The School Curriculum*, 1981, and "a tendency for the hypothesis to lack a definition and the findings not to be emerging easily from the evidence", which appears to summarize many of the DES documents and circulars concerning the curriculum.

In view of the manner in which the DES/HMI have conducted the "core" debate since 1978 I find the final quote of great relevance: "But HMI feel the syllabus has once again been unduly narrowed by the selection of topics to fit in with... current interests and concerns."

Could this just be a case of the pot calling the kettle black?

TREVOR EASTON
The Limes
Walton
Near Bampton
Cumbria

Kibbutz classes

Sir - I must correct one error of fact in Susan Thomas's feature about me (TES, June 17), otherwise I shall never be able to show my face in the kibbutz again.

She said that I said that my English teaching methods in Israel worked against a background of an otherwise "rigid" syllabus in which "free expression was anathema".

This is almost the exact reverse of the truth. The teaching method was based on the project system, it was exceedingly flexible, and free expression was rather over-encouraged, from a disciplinary point of view, I thought!

What I said was that the system was very pragmatic, with the emphasis on earthbound practicality; imaginative self-expression, in terms of poetry, creativity and so on, seemed to me to be somewhat neglected.

Their native language, Hebrew, was used as a workaday tool of communication and fact-finding, whereas I encouraged them to regard English as a language in which they could let themselves go, "paint pictures", express their imagination and, later, their anxieties. In fact I published a long article of mine about my methods some years ago.

Incidentally, how could you publish that utterly horrendous photo of me? I look as if I'd just been shot.

LYNNE REID BANKS
16 Rosemont Road
Acton
London W3

LETTERS

'Peace' beyond understanding

Sir - With reference to the letter from the chairman of the National Association of Drama Advisers, Mr David Morton (TES, June 3), may I make the following comments.

I am aware that in the past the Theatre Company has performed well-constructed plays which children have understood and enjoyed. However, it is not what they did but what they are doing now and in the future which concerns me.

Concerning Mr Morton's phrase "without adult prompting", I do not wish to comment further except to say that when my son brought his considerable worries to me it was without warning and at night. I find it hard to understand how headteachers and clergymen who approved this "peace" play had not the wit to realize that fears which are non-existent to children during the day can become very much alive at night.

I appreciate Mr Morton's invitation to the open day of the NADA Annual

Conference, but open days are designed by the organizers to show what they wish their visitors to see - as everyone involved in education knows. It is what is actually happening in our schools and i.e.s that concerns me: educators who did not bother to see this play when they had the opportunity; did not question the lack of comprehensive background material in the teaching notes; have not answered reasonable questions concerning the teaching of politics.

I have studied both play and teaching material and fully understand why my son came home with a distorted view of history and, as I later realized, had considerable worries resulting from this play. He was not the only child in his age group thus affected nor was his school the only one which had children with this reaction.

One school was so concerned at the one-sided presentation by this company together with the bewilderment

and alarm caused to some of the children that they wrote to the company in September, 1982 expressing their concern. This letter was, apparently, completely disregarded.

I will restate my position, but this time direct it to the drama fraternity. I will not have my son used as a captive audience for any drama teacher or acting group of whatever political persuasion who wish to influence his thinking before he is old enough to start forming his own judgment. When he is old enough to become involved in such issues through drama, I shall expect his teacher to see he has a full understanding of the subject. Whether this position meets with approval or disapproval is of no consequence whatsoever.

VICTORIA C GARDNER
28 Fore Street
North Perthshire
Somerset

Job study doubts

Sir - Concerning your front-page article (TES, June 10, "L.e.a. pioneers classroom job study"), may I ask some questions?

"Cambridgeshire has called in a firm of management consultants to help it assess how well teachers are doing their job." Is there not a crucial difference between a scheme designed to help teachers work and a scheme designed to help an i.e.a. make decisions about staffing, job description, contract, salary, or anything else? Is the intention here to support the employee, or to support the employer? If an employer wishes

to support employees, isn't one of the best means to ask the employees what kinds of support they would like? What happens when employees think that the kind of support they are being offered is contrary to their interests?

"The pioneering scheme will go ahead if, as expected, staff at six Cambridgeshire schools give their approval." Who expects the schools to give their approval? What makes whoever it is expect that? How will dissenting teachers' views be received and treated? What difference will disapproval make to the scheme?

"More than 100 teachers are likely to be involved." How is that figure arrived at? By whom?

"Every teacher will have to meet pre-defined goals and progress will be monitored at an annual appraisal interview, conducted by the immediate superior. All grades of staff will take part." What happens when a teacher cannot agree with the pre-defined goals or with the appraisal? What does "progress" mean? Finally, to keep the catalogue short, suppose the chief education officer told teachers "You won't need any extra time to run this scheme": what "credibility and acceptability" are they likely to find in it?

Name and address available on request.

Critics of comprehensives will say there is no smoke without fire

'Birth' tragedy

Sir - What a tragedy that with so much that needs to be said and done about our ailing comprehensive schools, David Leland's play *Birth of a Nation* fell so far short of the mark on both counts.

In his overstated and much over-publicized attempt to focus on the evil of corporal punishment in a poorly-managed school situated in an area of high unemployment he falls into the trap of committing the ultimate evil in journalistic playwriting - oversimplification of his case.

Time doesn't allow all aspects of any case to be presented on television, but to make this argument clear, Leland selected his material so disproportionately that the element of "truth" has been grossly distorted. The play lacks even the minimal credibility required for us to suspend our disbelief.

That is the disservice and harm of *Birth of a Nation* for us left working in comprehensive schools. The play leaves us unsupported either as concerned professionals or servants of a state machine. Not one real aspect of our problem was touched upon.

Leland's naivety will boost those

outside comprehensives who perceive them to be social dustbins from which "children who matter" must be protected. Even a story this distorted will suffer from the "smoke and fire" reasoning - and there certainly was plenty of smoke to observe. Teachers who have presented inadequate and unsophisticated opposition to the system from within the comprehensive schools will themselves feel vindicated and wallow in the comfort of their apathy with a: "There, we told you so."

Worse still, authorities can reasonably feel confident that no such school is being managed by them - in short, that this depiction could not possibly have been modelled on their area.

As a teacher with more than 20 years' experience in comprehensives it saddens me deeply that our real and serious problems can be so theatrically trivialized.

Birth of a Nation plumbed the very depths of cheap sensationalism at the expense of an institution currently needing most careful and considered restructuring as a matter of national priority.

GWILYM A SCOURFIELD
70 Pheasant Drive
High Wycombe
Buck

YTS potential

Sir - I would like both to congratulate and support Mick Farley in the courageous stand he has taken on the Youth Training Scheme, especially in view of the overt hostility to the scheme of many of our colleagues in the National Association of Teachers in Further and Higher Education ("Fight for the YTS", TES, June 6). Despite his reservations (and many of us in FE would share them), his message to all trade unionists is to get involved in YTS and help to ensure that it is a quality programme.

YTS offers, potentially, a much better deal to minimum age school leavers than was the case in the past. These leavers have always been exploited in the labour market - YTS at least tries to ensure that they will receive proper adult support, planned experience, relevant off-the-job training, and recognition of their learning during the first year of their transition to adult life.

Potential, of course, is no guarantee. The more trade unions and FE are involved the more likely is opportunity to turn into reality. We cannot guarantee future employment to trainees, especially given the other policies of this Government.

R. BOPPY
Secretary
Naffie Wolverhampton Liaison Committee
(written in a personal capacity)
Wolverhampton Polytechnic
Dudley

Left's downfall

Sir - I resent Christopher Price's reference to a Cadogan rush of teachers voting Tory. Perhaps an appraisal of left-wing theories applied to education might explain the profession's attitude.

Firstly, we had the comprehensive fiasco, leftist and egalitarian in inspiration, with all its attendant disruption, as teachers struggled with twin-site schools or with vast administratively impossible batteries for 2,000 pupils.

Unabashed by the absence of conclusive evidence as to any improvement in standards, or healing of Britain's social fissures, the Left next foisted mixed-ability classes on to the classroom teacher. This offers the unenviable choice of giving a lowest common denominator lesson or simultaneously conducting two or three different lessons in the same room. The next stage is presumably the total abolition of all examinations.

Working in a local authority which the Left considers to be its province, one has the distasteful experience of seeing publications such as *Socialist Worker* peddled on the premises, crude political posters on display, and intrusion of "agitprop", in the form of peace studies, anti-racism, anti-sexism, into an already overcrowded curriculum.

CHRISTOPHER JONES
57 Semley Road,
London SW16

Designers' loss

Sir - We wish to bring to your attention a matter concerning the ramifications of the despatch of examination work at Design O level, in the Associated Examining Board. We discovered to our extreme distress that all examination work is sent to the AEB this fact is stated quite clearly on the instructions sent by the Board.

However, we feel most strongly that we and the candidates concerned have

been penalized extremely heavily for the failure to have taken note of this ruling.

It is the moral nature of this regulation that we question most. What right, other than presumably legal, does the examining body have to claim ownership of work done by young candidates?

TONY SMITH
LAURA PYMER
Marlborough School
Watling Street
St Albans

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Flexible geography

Sir - I have taught geography for 30 years and have grown weary as a result of the unceasing stream of inane syllabuses and idiotic examination questions which have buffeted both pupils, teachers and the subject itself. However, I recently attended a conference at Exeter in which Eleanor Rawling explained the thinking behind the new "Geography 16-19" Curriculum Development Project.

My first impressions are of pleasure and relief at the commonsense which underlies the thinking of the project's directors.

They use three primary filters: what does geography have to offer?; what do the students need?; and how much can be done in the time available?

In other words, care is being taken to match the various parts of the system. In addition, to quote a hand-out, "the syllabus is structured around four major man-environment themes, within each of which a number of modules (units of work of about six weeks duration) are available." Each module incorporates challenging questions; this is a great improvement in comparison with the traditional static list of topics that features in most syllabuses.

From what I heard at the meeting there seems every chance that the project will provide a sensible and flexible basis for A level work. At last we should be able to select key topics and the best material. It should provide a useful course for the average student who does not read geography



The new "Geography 16-19" Curriculum Development Project should provide a sensible basis for A level work.

at university. At the same time universities will surely welcome students who have been encouraged to explore and think.

HUGH PRUDDEN
Yeovil College
Ilchester Road
Yeovil
Somerset

Personal views

Sir - On May 27 you published a letter from Paddy Ladd, one of the presenters of the BBC's *See Hear* programme. The letter concerned the education of deaf children. I should like to make it clear that the views he expressed were his own and that he was not acting as a spokesman for the BBC.

SHEILA INNES
Head of Continuing Education
BBC Television

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as possible and typed
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The Editor reserves the
right to cut or amend these.

Selection gap

Sir - In recent months the teacher training debate has begun to emphasize the importance of selection in the quest for quality teaching. The involvement of teachers from schools is strongly recommended by the DES and appears to be supported by the teaching profession in general, though Norman Morris (TES, June 6) has quite rightly highlighted some of the difficulties.

However, while acknowledging the need to develop good interviewing procedures, the effectiveness of selection will depend upon the quality of evidence available to those involved before an applicant is called for interview.

What is missing at present in most cases is information about an applicant's relationship with children in school over an extended period of

time. Is it not now reasonable to require an applicant to spend, for example, a term in a school as a precondition for acceptance, similar to academic requirements demanded in terms of mathematics and English?

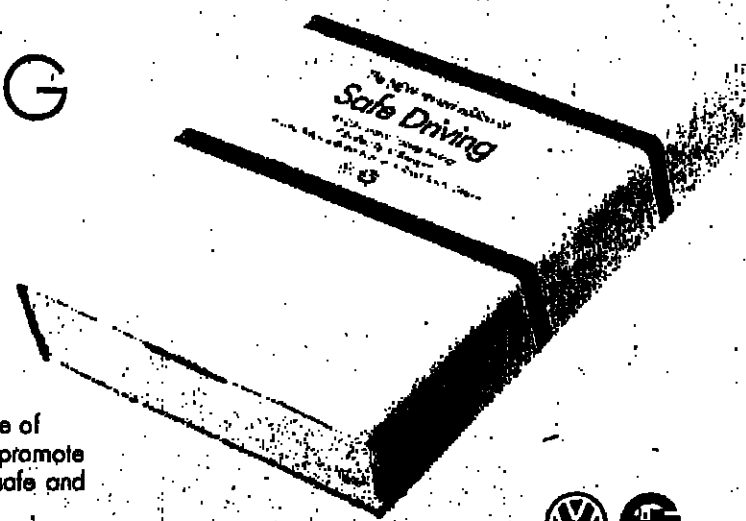
Headteachers would be in a position to provide evidence of a person's suitability for teaching which is based on first hand experience. The time spent in school would not only help to confirm (or otherwise) an applicant's ability but also provide valuable experience of life in a school prior to the start of the course.

If we are serious about the selection of students for teacher training courses then we need to ensure that decisions are taken on the best evidence that can be obtained.

R S ESKDALE
PGCE Award Tutor
School of Educational Studies
Portsmouth Polytechnic

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TALKBACK

Recording achievement

BILL HATHAWAY

After almost 40 years teaching at the lower end of the secondary school it seems to me that only the fact that he is not dead prevents Don Stansbury from turning in his grave. For those not old enough to remember the Beloe Report that led to the CSE examination, nor the dedicated pioneer work of Don Stansbury at Swindon in the late 1960s, and later in Somerset, it may seem that the four articles (TES June 17) under the title *Marked for Life* herald a new dawn in education.

The Beloe report stated that it proposed a new examination system,

not because it was a good thing in itself, nor because it was good for education, but because some sort of academic assessment was demanded by teachers, parents and employers. It at least had the grace to say that the system would not be suitable for the "bottom 40 per cent" although this was quickly forgotten in the rush, by some schools at least, to jump on the latest band-wagon. Now we learn that the elitist exam system is becoming politically unacceptable.

Don Stansbury's work at Swindon, and others including the present writer in different parts of the country, was to develop a method of recording achievement of all sorts, more especially non-academic skills and interests which in our view made a large contribution to education in its true sense. It was always Don's point, if I may speak for him, that the act of recording was at least as important as that which was recorded, and in the

particular version we used at Cowes, though different in detail from the Swindon scheme, became a vehicle for discussion and evaluation of a pupil's achievements which added greatly to his self-motivation and self-concept.

I have no quarrel with the writers of the four articles in their desire to provide a celebration of success. Nor do I quarrel with their hope of revolutionising what goes on in schools. Part of the pupil unrest which has been growing for so long stems from the strait-jacket of the examinations and the syllabuses. But how will the new certificate change this?

The external examinations are to remain as Part B; criterion-referenced tests, the results of which will form part G, will be subject to the same restraints as regards syllabus and will no doubt motivate some teachers to teach to the test. True, forward-looking schools will see such tests as an opportunity to break away from

rigid time-table and curriculum restraints but those opportunities have always been there for those brave enough to eschew the national school-exams.

It is, however, the third section of the proposed Oxford Certificate of Educational Achievement which is my concern. For almost 15 years, following Don Stansbury's example, teachers have worked with the system's losers, the ones for whom academic success is out of reach and therefore irrelevant. It is for them that, individually, teachers worked on their own methods of recording personal achievement, using them to show that an academic failure is not a failure *per se*.

And now the establishment is moving in; it will "ensure somehow that it is real information... the certificate will lose all credibility if there is any talk of cooking the books". Will not the certificate lose all credibility in the

eyes of children who have no entries in part one and part two and whose personal achievements have to be validated at some far-away centre?

True, the records are seldom seen by any prospective employer but the mass of evidence, proudly compiled, is a record of success for those who need it most and a guide to those who write references for them.

By all means change your time-tables. By all means have your lists of examination and test successes; by all means write your profiles - which is what any good tutor has done for years. But please leave us Don Stansbury's great gift to education, the words "Record of Personal Achievement". Our need is very much greater than yours. Please may we have our ball back!

Bill Hathaway is at present taking the diploma course in Special Needs at Oxford Polytechnic.

Teaching in tongues

ANN MASON

Redlands is an inner city school in the east end of London. Our roll is 300 and rising fast. At the last count 76 per cent of the school had a mother tongue which was not English. Most of this 76 per cent, in fact, speak one language - the Sylheti dialect of Bengali.

For the past two years, the staff at Redlands have been working in and with this mother tongue. We have all learnt a lot since the early days, and the whole school and community seem to have benefited.

Two days a week the local Adult Education Institute provides us with mother tongue teachers. One withdraws children for specific language tuition (Bengali, written and spoken), the other, working with infants, has a group of children for Bengali songs, rhymes, stories, and dancing. I see these two teachers as mainly raising the language and culture of our Bengali children.

Then we were asked to become part of an EEC mother tongue project carried out in England by the Schools Council. This involves a bi-lingual teacher working alongside two different class teachers one half day a week. There are materials in Bengali to be tried out, Bengali versions of English materials to be used; and the teachers work with the Bengali children at whatever the class is doing at the time. The last means that the concept is carried out bi-lingually.

This has meant the Bengali children have understood the concept faster, and have retained the English language connected with that concept more completely than ever before. Their self-confidence has greatly increased because they can now do the work, and, more importantly, understand it and the attitude of the local English children toward their Bengali comrades has changed dramatically. No longer are they seen as "stupid" because they cannot communicate easily in English. On the contrary, they are now seen as "clever" because they work in two languages.



Bengali dancers

Finally, we have discovered that the confidence of the Bengali families about us, and about the education system, is increasing daily. People seem to feel more secure and respected, both parents and children.

One spin off from this has been the interest of some English children in the Bengali language - much to our delight. Another has been that many of the staff have begun to find ways of using the mother tongue of the children in class. Some infant classes, in scientific work on food have not only used Asian food, but all their diagrams are labelled in all languages used by that class. Other classes have learnt Bengali singing games, yet others have taken to encouraging the children to use their mother tongue in Breakthrough books. All staff have their names written in two languages on the classroom doors and most can now count and describe colour in two languages.

The most exciting venture, however, is the teaching of English as a second language via the mother tongue. What happens is this: the teacher works on the school theme - which, last term, was food - the term before it was shape and colour - and within that general context, she decides what language needs teaching. This is then taught, with the very active assistance of a bi-lingual child, by the teacher naming the object, or stating the

structure to be learnt. The translator then tells the children in mother tongue what is required and why. The children then repeat the English and then tell the teacher the Bengali equivalent, which she then repeats and learns.

This dual learning persists throughout all lessons. The staff concerned have learnt to understand the children's spoken Bengali in two terms and are now rapidly beginning to be able to read written script. The children's grasp of English has leaped ahead in the same way as those involved in the mother tongue project, I suspect for the same reasons.

For me, the most important lesson to be learnt from this example of mother tongue work, is that any teacher can, if the will be there, learn to use the first language of the children. The beneficial effects of this, both for staff and children, are far reaching indeed. My contention is that both for the teacher and for the other children in the school, this is a positive learning process. We live now in a multi-cultural society, and this can only serve to enrich our understanding of each other and of the world we inhabit. As teachers within such a society, we have, I believe, a duty to use the children's mother tongue as much as possible.

Ann Mason is head of The Redlands Primary School, Steyning.

This is your Library

DEE MOSS

Few schools include a librarian on permanent evenings, perhaps because so many teachers double as librarians. Unhappily few headteachers give high priority to a well-stocked library with professional staff. Parents seldom ask whether the library is a cupboard or a custom-built room or if the librarian is as well trained as a maths teacher. They seem not to care whether or not the library is available when their children are free to use it.

Yet on questions like these a great deal more than exam success may depend. A child who is hooked on books and uses a library with ease has an asset for life. Curiously little is heard of the place of libraries in secondary schools or of the importance of user-education.

Staffing is crucial in every part of a school; some authorities have a professional librarian in every secondary school, others have teachers with library-time and a little training. A few have teacher-librarians who struggle with little time, minute duties and the vaguest idea of librarianship to guide them.

In my own county I think mine is the only school with a chartered librarian, and we have two, since I elected for job-sharing. This means we use our common training but different skills and end the isolation common to most school librarians. Happily, our head-teacher is committed to the library, discouraging its use as a sign-in and allowing us to hold time-tabled but somewhat eccentric user-education lessons. A teacher is always present, of course, and most lessons are in English department time. Not all because subject-teachers often elect to share a lesson with a librarian who can extend the barriers of research.

Each year the new sixth form attends induction courses, which the librarians share, in study-skills. We now have sixth formers who use the library with confidence and pleasure. However, it is in the first year of this 13-18 mixed comprehensive school that the library skills are taught, in an unconventional way that makes

the library interesting and attractive. The course is in ten sessions, tailored for slow-learners to high-fliers. Each lesson includes practical applications and work-sheets and often a quiz or team game since we aim to make lessons fun, a term seldom applied to school libraries.

This year we are making our own tape/video production of "This is Your Library" with a cartoon cat (catalogue), jazz jingles and a very serious message. Cooperation for governors, the head, teaching staff and students has made this ambitious venture possible. Whenever I asked for help, from The Mary Rose Trust, NASA or any other source I was given willingly, often because I was understood a library, as a child...

After the introduction, lessons include a Book-Look; the physical format. Strangely, few pupils have encountered a glossary, bibliography, preface or understood why some index numbers are in heavy type. To encourage use of the catalogue we turn the class into a living subject index and stop-watch their retrieval times. This can be hilarious but there's nothing funny about the way a slow learner will use the catalogue thereafter.

The Dewey Decimal is no easy concept but after the basics are mastered we play our own brand of book bingo, called Dewgo. The first person to locate all the books on his card gets a chocolate bar. We are constantly entreated to repeat the "game" and we have a generation of pupils who can find their own books at school and in the public library.

Reference books, so often off-putting in their heavy format, are also introduced brightly, with increasingly difficult quizzes to widen their use. We lend these expensive works on a controlled system as we refuse to leave them locked up when the school is closed and pupils need them.

Unexpectedly, a group of less able school-leavers has asked for repeat library lessons to ensure that they may tell possible employers that they can use reference books with ease.

The preparation of library lessons is time-consuming but the reward is in hearing an excited "I've found it - I did it myself".

Dee Moss is a librarian at King Charles I School, Kidderminster, Worcs.

Keeping it in the family

FRANK REED

"You'll get no promotion this side of the ocean," has an ironic ring in these days of falling rolls and small movements. Even if it comes, a new post often exacerbates financial difficulties for a few years after the job is obtained. A recent promotion from scale one to the deputy headship of a group four school meant an increase of £900 pa, reducing to something like £500 in the pocket. Taking removal expenses into account, three or four years may pass before break-even point is reached. Some authorities do give help, and of course it means that

the person promoted is able to aim at more financially rewarding positions, although they may be subject to similar disadvantages.

Internal promotion within a school is put forward as an answer. Why should good young people have to move house at all? Give them the recompense their loyalty and endeavour deserves, inside their own school, runs the argument. (If the rewards have not already gone too long serving teachers in the same school, on the old soldier principle.) It removes both the upheaval of fitting a new personality into the system and the expense in time and money of interviewing. But what does it do to young people who are moved within their own schools? Out of 60 recent applications for a deputy headship, many were excluded because their experience was limited to one establishment. Suppose a teacher does

three years on scale 1, three on scale 2, followed by three on scale 3, all in the same organisation. After that, at about 32, his career is virtually ended. Appointing bodies, given the choice, will usually prefer the person who has gained varied experience. To teachers who still argue for internal promotion because they do not want to move house, the question is simple: do you prefer your boat and the sea-side, or do you really want advancement?

Internal appointments can also cause trouble on the staff. No matter how high minded and professional the domestic candidates; the selection of one of them can only lead to dissension among the others. All of us can find good reasons why we should have been appointed rather than the colleague who was. For maximum dissatisfaction, allow internal appointments, interview some of them; and then appoint a younger woman from out-

side. It makes for less trouble if a school adheres to a known general policy of no internal upgrading.

In the long run, schools which habitually appoint from among their own staff will find that their candidates are called for interview less often than those from more open sources, and this will mean fewer promotions for people where this doctrine is practised.

Some would go further and say that there are sinister implications. A head has a great deal of power over a probationer and echoes of this linger long after the first year is successfully completed. If the head is also responsible for the progress of advancement, then his power is likely to be increased. Thoughtful, not to say cunning, head teachers may realise that while disgruntled internal candidates are venting their spite on one

another and on their colleague who became deputy, they have less time to attack them. In this way, internal promotion is an effective form of social control within an organisation and helps to destroy peer group relationships.

Perhaps the most convincing argument, however, is that internal advancement can be very stifling. New ideas from other areas are essential for schools to improve their ways of working. If there is one thing we can be quite certain about in education, it is that we do not know the fertilisation of ideas and methods, process and content, from other schools, may lead us to a more effective way. Internal promotion can only lead to an increasingly dead end.

Frank Reed is headteacher, Combs Middle School, Stowmarket, Suffolk.

FEATURES

Towards the end of the century

Teachers are not much given to long-term prognostications about their objectives; staff-room conversations tend to be more about next week's school visit or exam prospects at the end of the year. Yet who should be more interested in the future than those whose charges are being prepared to go out into a changing world in five, seven or eleven years' time? But that torch which indicates a school crossing emphasises quite another tradition, that of handing over the knowledge, values and skills of one generation, virtually intact, to the one which follows it.

A N Whitehead exposed its weakness back in 1933: "The whole of our tradition is warped by the vicious assumption that each generation will substantially live amid the conditions governing the lives of its fathers and mothers and will transmit these conditions to mould with equal force the lives of its children... We are now living in the first period of human history for which this assumption is demonstrably false." We are now living in a period when everybody has been forced to face the truth of that judgment.

The dominating technology of the foreseeable future is the microelectronics revolution which according to Professor Bill Gosling of Bath University, "will be more significant and far-reaching in its consequences than perhaps anything which has happened to the human race since our ancestors took fire into their service." Among other effects it will, "modify not only the means by which education is carried on but also the very ends at which it aims."

The educational prophet must, therefore, look not only at the institution itself, but also think about the technological and social framework within which it must work. Among those futurologists who presuppose that society will still exist, the following provide, perhaps, the greatest contrast.

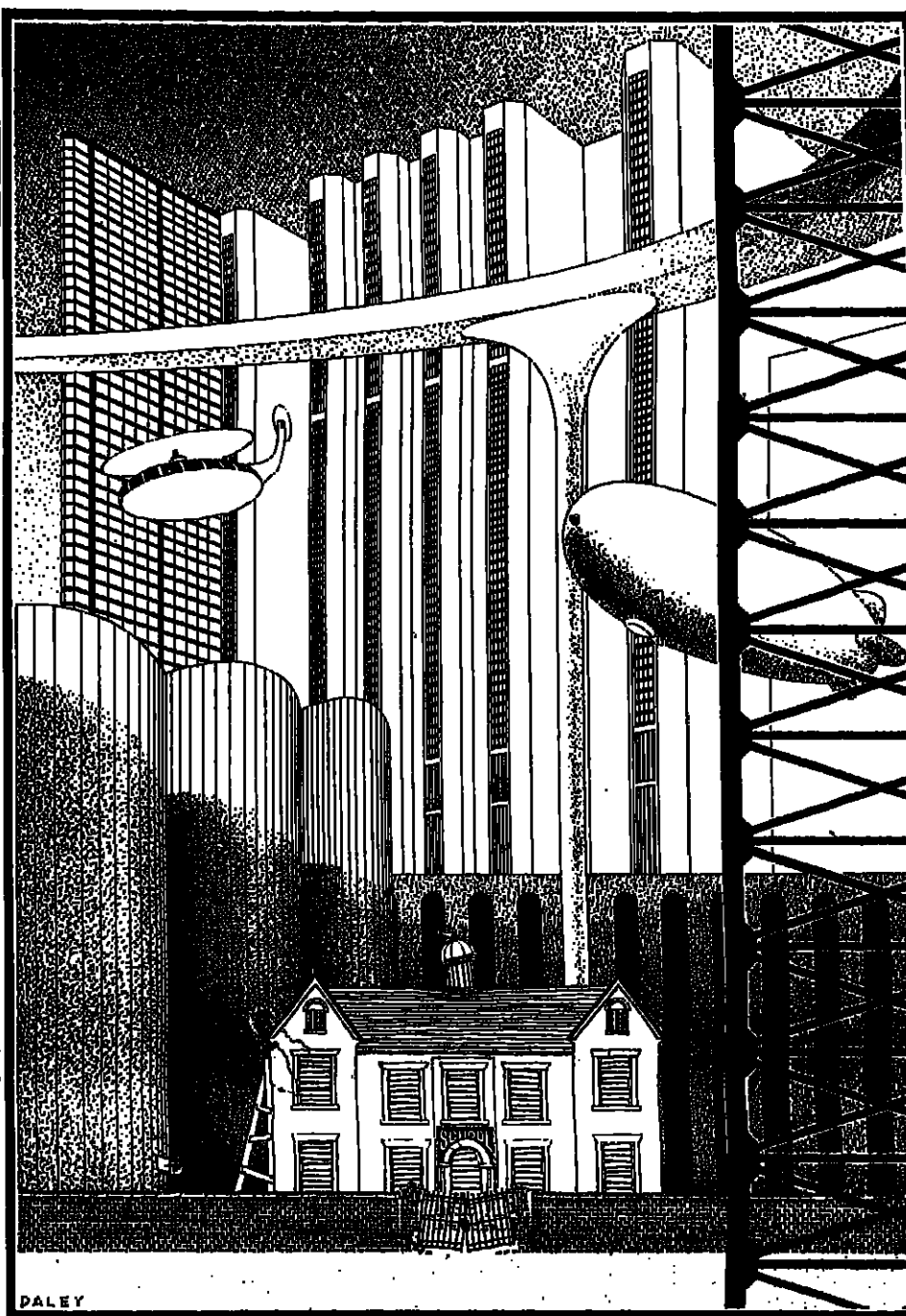
Herman Kahn pushed the probabilities through the computers at the Hudson Institute, New York, to produce a vision of a hyper-expansionist world of 2030. It would be controlled by computers, powered by nuclear energy, and devoted to space technology and genetic engineering. The whole edifice would be kept reasonably stable through the manipulation of public opinion by means of the behavioural sciences. At its heart would lie multiple inequalities. The advanced nations would be striving for super-industrialization in order to maintain and increase their dominance over the Third World. Their own societies would contain sharply polarised classes - a powerful technological elite who would run everything and the majority of unemployed who would be expected to enjoy their leisure. Can this be what Peter Walker was imagining when he spoke last year about, "our unique opportunity to create a new Athens without the slaves"? Anyone designing an appropriate education system for such a society wouldn't have to look very far for a model; it could be based on that provided for the Alphas and Epsilons in Huxley's *Brave New World*; ignoble means used to pursue dubious ends.

There are, of course, alternative scenarios. James Robertson, in a series of books, pamphlets and lectures, has been propagating the notion of a "sane, human and ecological" future. Oddly, perhaps, but happily, this kind of "small is beautiful" school seems to be gaining in credibility.

In 1977 187 pundits of all kinds were asked, to contribute to the book, *Europe 2000*, commissioned by the European Cultural Foundation. It foresaw a de-industrialised society which had discarded the goals of high consumption, rapid economic growth and, above all, bigness. There are dozens of reports - from the EEC, OECD and the Sussex University Science Policy Unit - which point in the same direction.

One of the most detailed and perceptive of these was prepared in France in 1978 on the orders of Cicaud d'Estaling. Five years is a long time in contemporary economics, long enough for us to see now something like the world described in that report appearing around us. It foresaw:

- increased productivity due to information and control technology, but
- massive unemployment;
- a continuing decline in traditional, labour-intensive, manufacturing;
- big-business would no longer be a major source of employment;
- a fermenting cauldron of small, economically viable, enterprises, on which the respon-



Will schools as we know them soon cease to exist? How can education keep up with the rapid pace of change? As the EDUCATION 2000 conference meets this week to answer such questions, Jack Cross considers the issues it faces.

sibility for innovation and the creation of wealth in international markets would depend," and "a mass of socially-oriented organizations set up to offer work, cultural opportunities and social amelioration". Not expected to make profits, they would be lucky to break even.

A development of the ideas in this and other reports appear in *Automatic Unemployment*, a discussion document prepared for Earth Resource Research by Colin Hines and Graham Searle in 1979. The whole picture, however, is one which would be immediately recognized by innovators like Sir Clive Sinclair (of the personal computers) and anybody involved in the innumerable privately and publicly-funded small enterprises and co-operatives which are springing up like mushrooms or in the Manpower Services Commission's initiatives like the Community Programme.

What then might be the future shape of our education system? It's best to stick to the word system because schools, as we know them, may have neither the form nor the particular importance they have now. Professor Tom Stoner of Bradford University, for instance, is one who sees a great deal of learning taking place at home through the use of interactive communication devices linked to the television set. Schools would become meeting places for convivial activities like sport, drama and debate. It is salutary to consider that one vice-chancellor has observed that his children learned more about mathematical rules from a Christmas present, a small electronic teaching toy, than they did in primary school.

It is universally accepted that education must

go on throughout life. It must no longer be thought of as something which stops at 16, 18, 23 or any other age. One of the most active UNESCO organisations is its Lifelong Education Unit, run by Ettore Gelpi, an educationalist who, in many people's eyes, approaches Illich and Freire in visionary stature. In this country, Professor Charles Handy, one of the moving spirits behind the Education for Capability movement is adamantly against the age-bonding of education. "We all know that the Anglo-Saxon preference for getting rid of education as soon as possible is absurd. The spectacle of middle-class parents spending fortunes to get their children through A levels before their neighbours' strikes me as one of the saddest steeples of our age."

To put it in its simplest, most utilitarian, terms; in a rapidly-changing high-technology world, nobody knows what skills, knowledge, or indeed, people are going to be valuable even a few years ahead. Commercial head-hunters for executive high-fliers talk, nowadays, about the three-career life. Signs of the times are schemes like the new DES programme, PICKUP, which is all about the up-dating of professional, industrial and commercial skills and encourages FE institutions to go out to teach Arabic to exporters and mathematics to mechanics.

Eric Midwinter once proposed a voucher system for individuals - not to be confused with the Trojan Horse which so engrosses some Tories which could be cashed in for initial schooling, training and re-training, to enrich leisure activities or retirement. In such a context, the question, "Will it make sense to maintain

compulsion from the ages of 5 - 16 or are there alternatives?" (to be considered in a whole chapter of the book which the EDUCATION 2000 conference is intending to produce) is clearly one that has to be thought about very seriously.

It is the secondary schools, which presently absorb an enormous proportion of all the available resources, which will be the first to feel the wind of change. Everyone keeps saying, "We are going to need a better-educated population" but this is not likely to be achieved in institutions where 67 per cent of the pupils leave as soon as they can and an unquantified but large number become semi-permanent truant during their last year. Increasing unemployment is bound to reinforce the truth of the fact that the age-old unwritten contract - come to school, do as you're told and pass your exams; that's the route to a better job - has been unilaterally broken.

It is no coincidence that the most vocal proponents for change are prominent members of the UK industrial and commercial communities; they receive the products of a system which is out of phase with the times. Thankfully, the old knee-jerk attitudes about "standards" are long gone at their level. The writings of those concerned with the Education for Capability movements, for example, emphasise the need for young people to be encouraged to learn how to cope, co-operate, be companionable and communicate; that education should be more about acquiring skills than absorbing knowledge.

Tony Bond, of the Engineering Council, believes that methodology must be changed. He would like to see an open-ended, problem-solving, approach used throughout the curriculum and not confined to subjects like CDT, which itself has not gained a wide enough currency. We want lateral-thinking opportunists, says Charles Handy, and they can't come out of places which institutionalise rules and their maintenance and attitudes of dependency. Ettore Gelpi sees self-direction as the only possible style for lifelong learning and it must begin in the schools. Skilled, questioning, problem-seeking, autonomous individuals are needed, not necessarily because they are being sought by employers, but because these are survival skills necessary to get by in what James Robertson calls "the informal economy".

The whole process started earlier in America. In a study, *Post-Industrial Life: a US perspective*, Larry Hirschhorn has observed the effects on youth. Young people there are increasingly rejecting "generalist" qualifications and drop out of college for a few years, returning later to learn what they feel they now need, often getting study credits for the jobs they have been doing; one-third of all US students are over the age of 25.

Bryan Thwaites writes about EDUCATION 2000. "One of our four assumptions is that with a typical lead-time of twenty years for implementing major educational reform we must set goals now... Perhaps he was being unduly pessimistic. There are four pre-conditions for educational change: discussion (there is enough of that going on and most of it leads to the same conclusions); motivation (businessmen and professionals and supplying that - vide the now urgent responses to the Finalist Report); a change in the law (something this Government is always ready to do) and the development of institutions.

In this last regard, Coventry may well be showing the way by turning its comprehensives into community colleges, having them open at all hours to offer full-time and part-time courses to people of all ages, integrating education, training, work experience and MSC programmes by a system of portable credits. After following a core curriculum for two years, pupils are to be regarded as "adults with L plates" with a wide range of self-selected options open to them.

It's not that, in the future, schools are going to disappear; they are more likely to become dissolved into a cohesive learning system. The divisions between childhood, youth, adolescence and adulthood will be seen to be artificial in a society ruled by advancing technology, de-industrialisation and endemic under-employment. The whole of life will be seen as a single developmental stage. This may bring its traumas, but anyone involved in education will have to take it into account.

FEATURES

Mid-week minibreaks...

A case of survival of the fastest—Alan Proud describes how to get away from it (and with it) in term time

More and more, in secondary teaching, survival is the name of the game. Youthful enthusiasm wears off; the maturing campaigner settles for self-preservation and falls back on well-tried routines. Fortunate are the few who can withdraw from the firing line into the rear echelons of administration. Drawing up staff rotas for this and that may not be the peak of human endeavour but it is more conducive to long life than the weekly or daily confrontation with 3F or 4/8 or whatever.

Happily, one never has to teach for more than seven or eight weeks at a stretch. There are always the few days at half-term, at least, to rest and recuperate before picking up the chalk again. Over the years, too, the seasoned practitioner will cultivate a whole crop of mini-breaks away from the classroom.

We will assume straight away that you play the game fairly and do not abuse the sick pay regulations. We all know the colleague who suffers from migraine or is a prey to every virus known to medical science. Such malingerers are the bane of any staffroom and we will have no part in their malpractices. Every suggestion that follows is legitimate reason for official absence with pay. They have been extracted from the approved list of a local education authority and will rank for cover by a supply teacher, thus preserving good relations with the rest of your department.

To begin with, it will pay you to improve your professional qualifications. Five days' study leave are granted every year plus all actual exam days. You may even be allowed to carry forward any unused entitlement, making possible a trip to some quiet spot like Cornish in May could be the best environment for three weeks of concentrated revision. It will easily be necessary to return to the UK to take your finals—but no-one is going to insist that you pass them.

You can also use the exam system to your advantage in a quite different way. "Service on examination boards" qualifies for paid leave of absence so you ought to start marking for at least a couple, perhaps one CSE and one GCE. You should be able to count on at least two days apiece for coordination and post-exam meetings

but beware of a dangerous trend towards holding such gatherings on Saturdays.

After a few years, for a change, you should seek nomination on to one of the subject panels with even more awaydays. Better still, become a moderator, which involves a lot of visits to other exam centres. While not as satisfying as a complete breakaway from the school scene, these are at least better than having to do any teaching yourself.

To be accepted as a moderator you will have to attend a training course and this opens up new vistas for those keen on the extra-mural approach to education. All short courses carry automatic entitlement to paid leave so you ought to take every opportunity of in-service training. The same applies to educational conferences with the exception of those held in the holidays or at weekends.

With all the experience you are by now accumulating of the examination system, the theory and philosophy of education and with the better qualifications you are gaining, you ought to think seriously of promotion. But not too seriously. You will be excused teaching for any day you are absent on interview but obviously if you take a new appointment that is the end—at least for a while—of a rich little vein that ought to be more fully exploited.

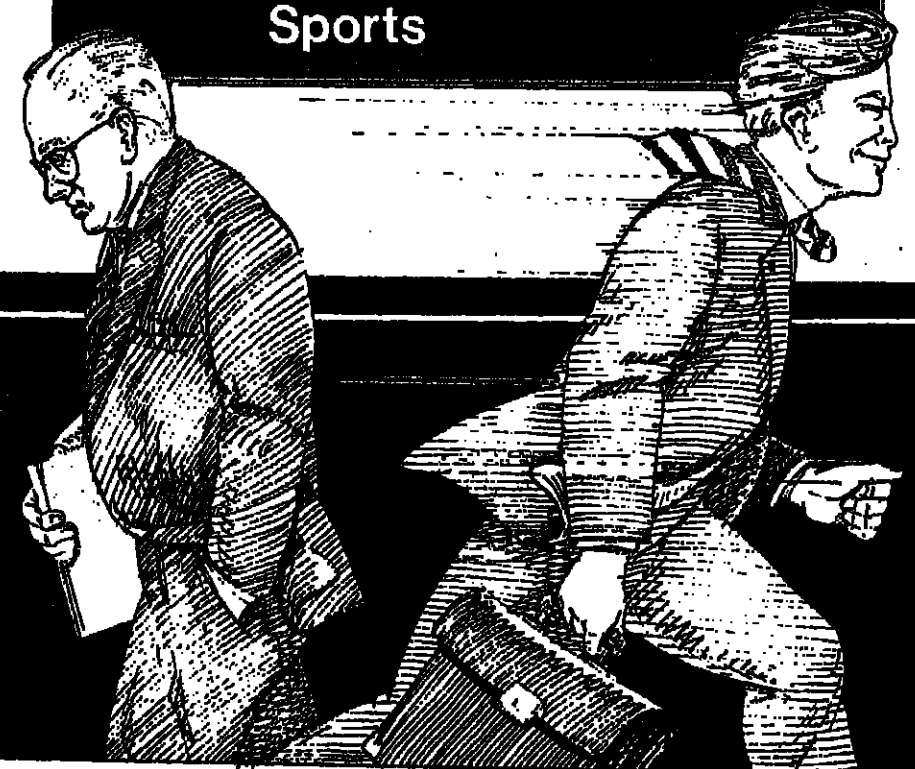
The trick is to appear good enough on paper to reach the short list but fall at the last fence, the interview. There is no need to go over the top and blatantly extol the merits of mixed-ability teaching in some highly-streamed, voluntary-aided establishment. The subtle hesitation, the give-me-time-to-think "Could you repeat the question?" ought to be enough.

If you do miscalculate and are offered the job, you can always turn it down, but you may not have your expenses paid so it's best to avoid the embarrassment. Wearing the right clothes and accessories can be a big help. Ear-studs and jeans, for instance, don't go down too well in most boys' grammar schools and chewing gum throughout the interview seems somehow to irritate the most comprehensive of heads. I know that filling in the forms is a nuisance but you should really aim at a couple of interviews each term.

So far, although we've eased you out of the

← Classrooms

Way Out
Study Leave
Exam Centre
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Sports



...and fellow travellers

Absence from school may make the heart grow fonder and wiser but it is also cause for suspicion at the DES Jane Pickard finds

Teacher fellowships—short courses tailor-made for individual teachers—have been provided for a number of years in a few colleges and universities but a sudden spurt of enthusiasm for them has alarmed the Department of Education and Science which bears the brunt of the cost. It has now written to all colleges and local education authorities putting a ceiling of three or four fellowships a year in each institution.

A DES spokesman said there had been a "massive proliferation" in the number of colleges applying for places. "The Department was anxious to ensure that public money was being spent wisely—and worried that the scheme could 'spread too widely'."

Part of the Department's concern centres on the nature of the fellowships which are designed to give teachers a period away from school to pursue their own interests in education, rather than being tied to the set syllabus of a standard in-service course. There are worries that without proper controls, teachers could be wasting their own time, the school's time and taxpayers' money.

The popularity of such a scheme among

teachers is easy to understand. But no one is clear why the colleges have seized on it. Cynics say that l.e.s.s. are interested because it creates more jobs for unemployed teachers while the "fellows" are away from school.

But one college principal who helped to pioneer fellowships believes the scheme is popular because it is good—and that its own enthusiasm has helped to spread the word. St Martin's College, Lancaster, has provided more than a dozen teachers with fellowships since 1979; and Robert Clayton, the principal, is adamant that they have not wasted their time.

"They all work terribly hard and get through a phenomenal amount of work."

Nell Thornley, the fellow in residence last term, read 37 books during his 12 weeks, took notes on half of them and produced a report, crystallizing his theories on management in education. Despite having already completed an MEd while working full-time at Roch Valley High School, near Rochdale, where he is deputy head, Nell Thornley says he would not have had the chance for this kind of reflection on his work without a term away from school.

"It's main value is that it gives you time, away from the hurly-burly of school life to reflect on education; it does not enforce a rigid timetable on you and it throws you into the company of people on the theoretical rather than the practical side of education."

Other fellows at St Martin's have looked at motivation among non-academic sixth-formers; the history of Lancaster Canal, for which an art and history teacher produced a book with his own prints in addition to 12 resource packages; archaeology teaching in schools and the history of higher education using local records.

The head of history at a grammar school re-wrote the whole of his syllabus ready for the switch to comprehensive education and last MacLellan, a pottery teacher at Heysham High School, who had lost his right hand in an accident, learnt to throw pots with his left hand.

The fellows are chosen after a report from their headteacher and an interview at the college. They also have to submit their own report explaining why they want to take up a fellowship and what they hope to gain from it.

Ian MacLellan, who found the psychological effect of making his own pots again after a break of several years more important than the chance to relearn old skills, thinks a break of this kind should be compulsory.

"I am not saying that everyone should go and reflect on life for a term at the taxpayers' expense, without contributing anything. But a lot of teachers would be more efficient if they had the chance to rejuvenate their enthusiasm and reassess what they were doing," he says.

Mr Thornley believes that for too many teachers, education is hierarchical—a series of hurdles to leap over with a start and an end to the race. "It's not like that. There is no

beginning or end to education in that sense. It is a continuous, developing process and this kind of scheme helps people to develop educationally."

Mr Clayton thinks the St Martin's model may have sparked off the new popularity of fellowships. "The way the scheme has taken off here has been fantastic. I am over the moon about it and have been giving talks all over the place, getting people enthusiastic and now there is a surge of colleges wanting to take part."

"Many of them seem to have slammed in applications to the DES and I think the Department wondered what was going on."

The scheme is funded, like other in-service training, by the local authority cash pool for advanced further education to which the DES contributes 75 per cent. This then pays for the teachers' salaries while they are away from school, although St Martin's adds £100 expenses and pocket money out of its own private income. The college also provides board and lodging free in return for some contribution to staff work at the college.

Because it provides the money the DES can lay the ground rules. Certain requirements are already made by the pool, which insists that fellows provide feedback into the school and l.e.s.s. and explain what they intend to do in advance.

But the recent DES letter imposes further restrictions. As well as the ceiling on numbers, it says that fellowships should be considered an "exceptional form of in-service training for those experienced teachers whose requirements could not be met by more traditional means."

It says that "exceptional" in this context normally means that the nearest college offering the right facilities is too far away for

classroom, we haven't succeeded in getting you away from the educational milieu, which is what you'd probably prefer. Here, then, are a few more radical proposals.

We begin with the what the l.e.s.s. calls "member of local authority and/or Justice of the Peace absent on public duties—12 days per year." You have to be careful here because as far as local politics are concerned, most committee and council meetings are held in the evening. Again, while it would be splendid to get out and about during the day wearing your Mayor's hat and chain of office, you can't expect to start at the top and there's a long apprenticeship to be served in your own time.

My recommendation would be an appointment as JP. If you've followed the previous advice you should now have the reputation of being an outgoing sort of person, just the type to sit on the bench and do your bit for society. Strangely enough, if you specialize in juvenile work you're likely to run across the more outrageous members of 3F or 4/8 or whatever. It's much more dignified to confront them one at a time with your fellow magistrates in support than to attempt to contain them in the classroom when you're on your own and all their mates are on hand to make things as awkward as they can.

By a constitutional quirk you are unfortunately unable to reach for the black cap and pass appropriate sentence but even binding over to keep the peace with the paraphernalia of the law behind you is better than attempting to throw your weight about in school with only the pastoral deputy as backstop.

Another activity guaranteed to bring you substantial time off is "representing county in international sports and games as an amateur—10 days". Obviously, there are tactics to be considered in this field as well. For example, you'd have a better chance if you could represent one of the less populous countries, Wales, say, rather than England. (Even here there are exceptions like Rugby Union.) Would it be worthwhile becoming a naturalized Luxemburger or Andorran? And which sports or games would be eligible? Chess? Scrabble? Marbles?

The remaining items on the l.e.s.s. list all involve an element of luck. "Witness in criminal proceedings"—you might not keep the "wrong sort of company." "Jury service"—unfortunately they don't take volunteers. "Death of close relative"—it's not worth all the fuss of fratriicide for a mere two days off.

We're left with "house removal—one day" which seems a lot of bother for the meagre allowance and "Jewish holy days—all" might prompt the unorthodox to reach for their Old Testaments.

After 30 years in secondary modern and comprehensive schools Alan Proud is taking advantage this term of the ultimate tactic for survival—early retirement.

travel at evenings and weekends. This ignores the importance which colleges lay on the teacher having time off from school, central to the idea of fellowships.

But despite the DES policy, Mr Clayton has already encouraged several education authorities, including Lancashire and Cumbria, to send teachers to St Martin's next year to study in fields which the authority—not the teacher—chooses. They will include curriculum organization in small primary schools, parental participation and classes for 14 to 18-year-olds.

He is also hoping to introduce staggered courses, where teachers spend alternate, short spells of about six weeks, in college and school throughout the year.

So far, the DES has not put its foot down. But it could impose its restrictions more strictly if more colleges follow suit. At present, only about a dozen of the 56 public sector institutions involved in teacher training are providing fellowships, but this is a four-fold increase over last year.

The irony is that the DES letter follows so closely on the heels of the White Paper on Teaching Quality, published in March, which says that in-service training should according to 1972 plans have risen to 3 per cent of the teacher force—the current level is just over 1 per cent.

The paper adds: "The Government considers that the teacher force would now be better equipped to meet current demands if, within their total expenditure, l.e.s.s. had given greater priority over the last decade to in-service training and induction."

It goes on to propose pumping another £7m in grants into in-service training in the coming year. But DES officials clearly want to keep a tight control over the type of scheme they fund.

FEATURES

Another play, another dollar

When American tourists hear the word 'culture' they reach for their wallets. Susan Thomas meets a public schoolmaster turned arts entrepreneur.



Four years ago Richard Barran gave up a secure and enjoyable job in teaching to run "cultural binges" for American tourists.

"We take them to the best shows, introduce them to performers, producers and designers, give them an insight into the English arts today, and arrange a number of unique social events. It's very exciting."

It is also very risky and, in these nervous times, not easy to see why anyone would throw up the security and rewards of a scale post in a thriving public school to risk life as an arts entrepreneur. In the event it has worked out, but why did he do it?

"Very strange, really. I loved teaching. I'd been in it for 14 years. I was at the only school in the country where I wanted to be. I enjoyed the variety... taught French and ran the exchanges... was involved with sport... went on all the rugby tours, Canada, Australia and round the world... and I organized the Sevenoaks Festival for eight years. I was perfectly happy."

"But at the back of my mind was a memory of this guy on the Reith lectures saying that, with few exceptions, teaching was a young man's game—not for the over 40's. And I was already 38! I didn't want to teach anywhere else and I didn't want to stay there forever."

"Then it seemed that the head was about to offer me the French department. I was already on a Scale 3, so that would have meant more work, less time to do the things I enjoyed most, and I'd have been no better off financially."

"Ever since I discovered drama at Keele I'd hankered after arts administration, but there didn't seem to be any way of getting in to it. Then one day somebody told me about Arts Council grants for the postgrad course at City University. And that was it."

"It was extraordinary. One day I was perfectly happy teaching, the next I couldn't wait to get out."

A neat, pin-striped man with impeccable taste he has the bullish neck and close cropped ears of a prop forward and the boyish grin of a successful entrepreneur.

"I had to give in my notice before I was certain of the place, that was a bit worrying. But I relied on my experience with the Sevenoaks Festivals to get me in."

As school festivals go, these are very large affairs. They had been initiated by a musician-in-residence at the school, Barran developed and diversified them so that for one week every summer, the school and town vibrate with the arts, living as well as canned. A single year might see the Cambridge Buskers; Gemma Craven and Eric Flynn in *An Evening With Sondheim*; a Magnus Pyke extravaganza; the Melos Ensemble; Luxon and Tear with Victorian Ballads; Alan Stuart, stuntman extraordinary explaining the workings of *The Rocky Horror Show*; or a master butcher demonstrating his craft.

"That was extraordinarily popular—I remember this great cheer going up from the boys as he pulled the guts out of a goose!"

Mozart, country and western, Ogden Nash, *Guns in the Afternoon* and nature rambles on the North Downs; the lateral thinking involved and the contact with the arts has stoged him in good stead.

After the year at City, he worked with the Bach Festival and then joined forces with Howard Lichterman, an American, then marketing manager for the Welsh National Opera.

"You know how it is. You get an idea and you try it out on everybody. I met Howard one night over a jar. We chatted and realized that we could work together." Thus began the London Arts Discovery Tours.

"There's a tremendous demand for this sort of thing. Every lunch time in the Paddington area you find Americans, just off the plane and desperate for information about London theatres. There are airlines which do cheap tours with theatre tickets thrown in, but usually it's on the level of *No Sex Please, We're British* and *The Mousetrap*."

He wanted to offer a complete arts tour with performances, arts seminars and social evenings. Howard Lichterman was the ideal counterpart. Between them they had financial nous, the American connexions and the English theatre contacts. Last year they ran four tours. This year there are 11, and the same people are coming back for more.

"Because there is no Arts Council funding for American theatres, individual companies are very ingenious about raising money. Most of the big ones have a thriving group of friends."

In return for a substantial subscription they get seats for every production and a lot of contact with good relationships with performers, designers, producers and so on. "The good companies have a very family atmosphere and little groups of 20 or 30 supporters often do cultural tours of Europe often led by the artistic director or some other guru. We cater for that section of society."

There is, it seems, a considerable portion of cultural America which wants something more than *No Sex Please*... and is prepared to pay for it.

For around \$2,200 a head, LADT offers 13 nights at the Waldorf, visits to the National Theatre, the RSC, Stratford, "always something from the Royal Court—the cradle of post-war British theatre, perhaps Stoppard's *The Real Thing*, maybe *Cats*, perhaps a visit to the Garden if they want it."

In the afterwards there are cultural seminars. "John Gunter and design (he did *The Rivals*, *Guns and Dolls* and *Lorenzaccio*, all on together, at the National now); Adrian Noble on *Learn*, the planning officer of the RSC or an architect;

led backstage tour of the Barbican."

The tourists lap it up. Unflinching, they demand extra visits on their two free days. "They are an absolute delight, energetic, enthusiastic and appreciative."

Richard Barran is in his element, visiting the States, meeting performers, previewing productions, getting the best terms out of theatre and hotel managements and devising the "special social events."

"We have a Victorian soiree at Linley Sambourne House, the home of the *Punch* cartoonist at the turn of the century. It's marvellous. There's original William Morris paper on the walls, drawers stuffed full of the photographs and the diaries which he and his wife kept."

The visitors get a tour of the house; cakes and Madisons and an evening of Victorian music ballads performed by professional musicians and members of the RSC.

"There is also 'Jute music on the Avon' and dinner at Finchcocks in Kent, with a talk on their collection of keyboard instruments and a recital. That's quite something, hearing Mozart played on a Viennese piano of the period and in a drawing room not a concert hall. They love it and the important thing is, they tell their friends."

"We've had the Arena Stage theatre led by Richard Coe, theatre critic emeritus of the *Washington Post*, the Conservatory Theatre with Edward Hastings, the McCarter Theatre and the Guthrie from Minneapolis. And this year we're taking a group to the States from the Welsh National Opera."

"Not all the groups are big and wealthy. We're doing a cut price tour for some Baltimore students this summer—as well—that's fun. They get cheaper hotels, cheaper seats, country pub lunches, the public tour of Finchcocks and an East End evening with jellied eels. Shades of the master butcher."

"When I was teaching I thought I was bloody lucky to be at a place like Sevenoaks but it's impossible to tell you how much better this is. I can't stress too strongly how different life is when you run your own business as opposed to being employed. You're prepared to work for hours and it's a pleasure. Even the chorey bits don't seem bad. In this business, the difference between work and play is pretty small anyway but when you're working for yourself—it's infinitesimal."

The TES series which looks at the views and experiences of former teachers. Next week: Willy Russell, author of the play *Educating Rita* which has just been made into a film.

One a teacher

REVIEW

Oh boy!
My guyMary Harron investigates
the feverish world of teenage weeklies

The late seventies brought a new wave of teenage girls' magazines on to the market: weekly papers which are dedicated to boy worship and dominated by photo romances in the style of the Italian *femini*. Teachers despise them as trashy, sentimental and devoid of redeeming social content. Teenagers love them for precisely those reasons, not least because teachers disapprove. There is no point in attacking such magazines for not being educational when their whole appeal is that they are not: something to be hidden in school desks, read secretly in classes, giggled over in unison in the dinner break, or leafed through in the bedroom at home.

In terms of inspirational role models these magazines are perfectly abject; however, they are not the iron clad instrument of conditioning that they are sometimes made out to be. By taking popular culture seriously, we often forget how lightly it is received by the audience themselves, who use it quite knowingly for cheap thrills. The teenagers who read *My Guy* and *Blue Jeans* laugh at their stories even as they identify with them.

And yet escapism is a serious business. The teen photo magazines, like all romances, operate on a level that goes deeper than common sense. In the realm of fantasy and expectation, there is an emotional gratification here. We read such romantic stories as an escape from reality, and yet they form our ideals of what reality should be. Hence that frustration, that vague sense of failure and disappointment when a night out at the disco doesn't turn out the way it does in the magazines.

The main audience for these weeklies is between the ages of 12 and 17, which puts them at the centre of the girls' publishing market, which begins at *Bunty* and ends with *Nineteen*. Two organizations control this richly profitable field: D C Thomson and IPC. It was IPC which launched the photo-romance boom with *Oh Boy!* in 1976. Thomson's counter-attack with *Blue Jeans* and *Patches*, and by updating their old stand-by, *Jackie*, with photo stories, IPC brought out another competitor, *My Guy* in 1978, as well as two publications - *Photo Love* and *Photo Secret Love* - which did not survive in a glutted market.

Of the papers on offer *Blue Jeans* is probably the shiniest - "A Little Summer Magic", "Don't Throw Your Love Away", "To Whisper and to Kiss" - but the difference is almost imperceptible to adult eyes. As so often in publishing, a successful innovation has led to cloning. For all the rivalry between the two papers, their formats are virtually the same: the romances, the "true stories based on a readers' real experience", pin-ups, a little pop gossip, some fashion and make-up, and the problem page.

The new papers put boys on the cover, either a popstar (usually a member of Duran Duran, the archetypal "hunk"), or a male model who is used either solo or in a cuddly lovers' shot. Only *Jackie*, the 20-year-old veteran, preserves the traditions of skilful girls' magazines by sticking to a fashion shot of a pretty, but reassuringly average, teenage girl.

Jackie is the one that mothers would prefer their daughters to buy. There is something comforting and safe about its wholesome models, innocent hobby pages and high street fashion spreads. It also has the largest and best-looking format, with enough splashes of colour to alleviate the dark, seedy *True Confessions* look that photo stories give to a paper.

The shift from picture stories to photo-stories has changed the nature of the girls' weeklies; even one as traditional as *Jackie*. In the past the stories focused on older girls, with the exception of those based specifically on school: the typical heroines were stylized glamour images, all heavy

eyelashes and swirling hair, who worked as models and air hostesses and flew round the world, rejecting millionaires.

What works as fantasy in drawings becomes too literal in photographs and the age gap with the readers jars. Photographs also impose a new set of technical and economic restrictions: no more princesses and dragons, and much less historical romance. Instead, the emphasis is on reader identification. The heroines are the same age as the papers' older readers, about 16 or 17. In *My Guy* they lean towards the battered overcoat and spiky haircut style of street chic, but there is never any look that is too high fashion or too bizarre. As for settings, the focus moves between the local disco or coffee bar, a dance class (*Fame* has had a huge impact on the girls' weeklies), a friend's house, a walk in the park. There is no specific class identity here, just a pervasive ordinariness. There are genuine virtues in this new quasi-realism: at least the old boarding school snobberies are gone, replaced by the comprehensive.

Gordon Small, managing editor of *Jackie*, says the kids now demand photo-stories because of their "more realistic, up to date content. The stories tend to reflect social conditions and the harder side of life: shopping, problems between parents. *Jackie* are not entirely happy with this, but the kids want situations they can identify with". Regrettably he adds, "You could almost say that romance has gone out of the stories".

The exotic daydreams may be gone, but even when the stories deal with social problems the focus is always on love. When *Blue Jeans* dealt with glue sniffing recently in "Had I Left It Too Late?" it was in the form of a boyfriend gone to the bad: "I knew Pete was in trouble - real trouble. Of course I knew. But I just didn't have the courage to do anything about it..." In another issue "Don't Throw Your Love Away" dealt with unemployment in the form of a boyfriend who kept losing his job.

Glue sniffing is a problem for girls too, and there is no sexual bias in being unemployed, but any real action in these stories goes to the boys - even the tragic deaths. This is the established tradition of girls' romances, where all the drama in the heroine's life comes from her emotions vis-a-vis her man. Work is always hazy in these stories, glimpsed only as it provides an opportunity for a romantic meeting. In a typical photo story, the heroine works in a flower shop and the hero keeps coming in to buy bouquets. She is afraid they're for a girlfriend, but at last she learns he's been buying all these flowers for a sick, aged neighbour. Kiss and fade out.

The girls are not passive in love; where they will actually make the first move, but absolutely gorgeous as regards ambitions and careers. You would be hard put to find a heroine in any of these papers whose job rises above the level of assistant - shop assistant, veterinarian's assistant, nanny - unless she does a little modelling or is training to be a dancer. Look through the girls' weeklies of the past and you find that the level of the characters' ambitions has not risen; and in some ways has actually fallen, since the mid-sixties.

John Purdie, director of the Youth Group of magazines at IPC says the kids aren't interested in reading about work: that's not what they buy these papers for. In addition he offers the defence of reader identification. Make the heroine too much of a high flyer, too individual, and you lose the magic average reader and sales drop.

Gordon Small at D C Thomson's complains that "Sociologists say we fill our papers with make-up, clothes and how to catch a boyfriend. But 90 per cent of the girls we get coming in is about all this; we are reflecting what our readers

want". Any career enquiries *Jackie* receives are about hairdressing, modelling, working with animals; but as he points out "Anyone who wants to go to medical school or university won't write to Jackie to find out how".

And yet girls who read *Jackie* do go on to medical school. Most of the women reading this article will have passed through the girls' weeklies, and still found their way to higher education. Magazines like *Oh Boy!*, *My Guy* and *Blue Jeans* neither encourage or effectively discourage. The only damage they can do is by upholding the notion that romance and careers don't mix. In this they are far more old fashioned than the women's pulp romances. Even Mills and Boon have taken on the career girl and even, thanks to television shows like *Dallas*, the character of the female tycoon.

There is an age-old notion, implicitly reflected in the girls' weeklies, that if you want to catch a boyfriend you shouldn't be too clever, because men don't like women who compete. It's quite true, they don't. But in the real world they are having to adjust to it, and still love affairs go on. By showing a woman handling a board meeting at one moment and behaving like Scarlett O'Hara the next, Mills and Boon have caught something of the sexual schizophrenia of our age, in which women use one set of images for their working life and another for their emotional life.

The "realism" and the social problems of the girls' papers have not encompassed the new competition between men and women in the job market, or the new complexities of our romantic life. Nor have they acknowledged the changes in the pop world which provides the pin-ups. As Evelyn Cohen, editor of *Girl*, says the teen papers "put up barriers which stop them being really modern". The pin-ups they use reflect the increasing androgyny in pop style - Boy George in a dress, Annie Lennox in male drag, Marc Almond in eye make-up and leather S&M

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fetishists gear - without acknowledging the contradictions. To admit this blurring of sexual identity would undermine the romantic traditions of the photo-stories with their clear-cut notions of boy meets girl. And so our young pop transvestites are presented without comment, as if it was still the days of Gerry and the Pacemakers and the Dave Clark Five.

For all the criticism that can be made of the photo-story romances, it should be said in their defence that they aren't training girls to be housewives. Unlike the old style girls' papers you don't see these heroines washing dishes, learning to make clothes or cooking a special meal for their guy. Instead they go shopping or out to parties and clubs; meet boys and go out with them, two-time them or get rejected, break up and fall in love again. The stories may end with a blissful embrace or tears on the pillow, but there is no sense of permanence. The relationships are intense but casual, episodes in a chain of teenage dating.

This suggests that there is a restructuring of the teenage market. Until the mid-seventies the weeklies were intended to cover every aspect of a girl's life. So the girls got clothes, recipes, make-up, hobbies and boyfriends all in one package. The boys market, like the adult news market, had no equivalent, divided as it was into special interest papers - adventure stories, motorbikes, music and so on. By focusing more and more on emotional relationships the girls' papers are approaching the special interest category of the American love comics or *Mills and Boon*: file under romance.

One of these days an adventurous publisher is going to bring out a teen romance paper that dares the expectations of the Average Reader. Not through any orthodox consciousness raising, either: give the teen papers any taint of "worthiness" and they die. The nearest we have come to a subversive girls' weekly was in the first issues of *Oh Boy!* which had a smuttiness and crude humour that actually challenged its own conventions. IPC got cold feet and toned it down; the circulation dropped.

Meanwhile the sharper girls can get their pop culture from *Smash Hits*, which is stylish, doesn't patronize and is not written from any particular sexual bias. The circulation has just climbed to half a million. Now that the papers no longer reflect their "whole lives", they could be dipping into the boys' hobby papers too, while the art school candidates rush out and buy *The Face*.

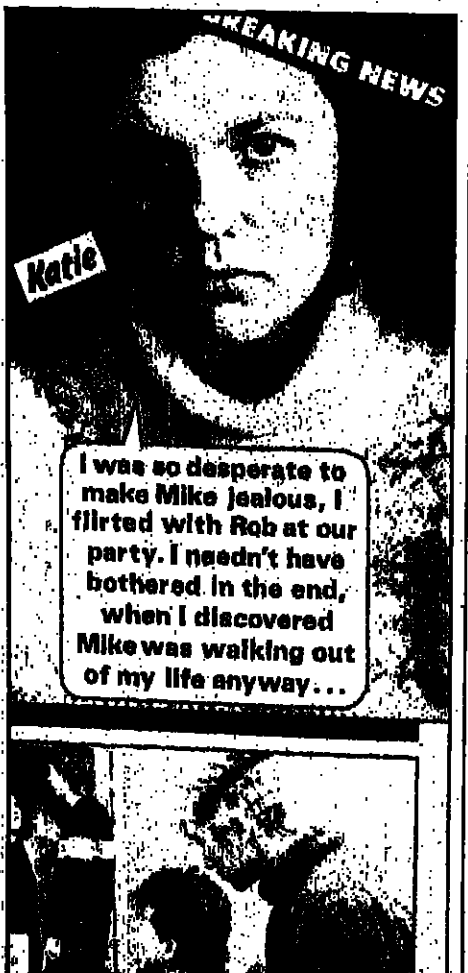
Oh Boy! and *My Guy* will continue to fill their specialist function, and if anyone thinks they aren't needed they should check the problem pages:

"My last boyfriend nagged at me for weeks to sleep with him. In the end I gave in - and the next day he dumped me..." Fun Boy Three Fan, Sevenoaks.

"It came as a total shock when Steven tried to put his tongue in my mouth when he kissed me. I pulled away because it was horrible. Then I went out with Peter and I didn't enjoy it when he kissed me either. Is there something wrong with me? Everyone I know seems to love kissing. Do you get many letters like mine? Please help me!" - Madness Fan, Woking.

"My problem is I just can't say no. I end up dating real creeps because I don't want to hurt them by refusing to go out with them..." Kelly, Gloucester.

In the contrast between the photo-stories and the problem page the girls' weeklies at least acknowledge the gap between reality and romance. You can condemn their vision of things, but I don't think you can criticize their function. Rather, we should feel sorry for boys, who have no such emotional arena, no problem pages and nowhere for their own love fantasies to go.



ARTS

Let right be done

Heather Neill talks to Michael Rudman about his new production of 'The Winslow Boy'

Michael Rudman, whose production of Rattigan's *The Winslow Boy* opens at the Lyric, Hammersmith tonight, is not given to pat answers. Discussion of the play is likely to be littered with attempts to define clichés like "period piece", "well-crafted", and even "joke". The decision to direct it was straightforward enough, though: "It just seemed so much better than what I was working on at the time - which was a play of my own actually".

He can afford a gentle laugh against himself. Although he claims to have had his share of failure - and few can have missed the ghoulish publicity that attended the recent ill-fated production of *Camelot* - his career has been for the most part enviably high-flying. Since he came down from Oxford some 20 years ago, a young American graduate, he has been attached to a theatre full-time for all but a year and nine months. After OUDS, where he was president (and where he collected a review in *The TLS* complaining that his production was too professional) he worked briefly at the RSC and the Mermaid, did a stint at the Traverse in Edinburgh and ran, memorably, the Hampstead Theatre Club for a number of years. More recently he has been responsible for the running of the Lyttelton at the National Theatre. Would he ever like to return to the National? "Yes. Anyone would unless he were insane or furious".

He talks of the *Camelot* episode without recrimination, and only regrets that things went unexpectedly wrong. ("At the first preview at



least a thousand people stood up and cheered.") After the opening it became, he admits, a nightmare - literally - and he was even forced to sue one newspaper. Still the *Camelot* experience goes down as "exhilarating" because the period of preparation was so stimulating. Besides, it was during the time that things seemed blackest that actors of the calibre of Ian McKellen, Bernard Hill and Susan Engel agreed to appear in his play, *Short List*.

Michael Rudman refuses to describe himself as a writer, but the next task for this "director who writes a few plays" is to rewrite another piece for possible production. The plays

aside by Michael Rudman. He admires the detailed characterization which he regards as sadly unfashionable among modern playwrights. Even characters who do not appear come over clearly in discussion about them or letter read aloud. It is, he says, as finely worked as a novel and not a "well-made play" in the traditional sense at all as it does not observe the Unities, though he adds quickly, "form and content marry perfectly".

The story of this ordinary family who accidentally find themselves taking on the Establishment, in this case the overbearing military establishment, is quite as relevant now as it was in 1946 or 1912. "Society", says Mr Rudman, "has not changed as much as people would like to think it has." The incident of the missing postal order and the reverberations that follow, he sees as focusing attention on society at all levels. "Relevance" is not a word which springs easily to Michael Rudman's lips; he looks for "truth" in a play, something rather less easily defined. He says that one becomes a director because one cannot help it. In his case, he reads a play, becomes excited enough by it to want to tell everyone about it, (he considers the word "love" but dismisses it as over-worked) and finds there's really no alternative to putting it on.

Written in 1946, and based on a real incident, the play follows the case of Ronnie Winslow, a naval cadet dismissed for allegedly stealing a five shilling postal order in 1912. His father brings the family to the brink of ruin to prove the boy's innocence, to Let Right Be Done as the ancient phrase quoted in the play has it. Any prejudices against the play are swept

Heroics

Heroes. Leicestershire Primary Schools. Haymarket Theatre, Leicester, June 23 and 24.

Heroes was the theme and title of this year's annual Kaleidoscope production at the Haymarket Theatre, by 12 Leicestershire primary schools. Each school chose a hero as the basis of its presentation and the choices themselves were interesting enough, ranging from Jesus Christ to Wonder Woman, from Yuri Gagarin to Billy the Kid.

Imaginative touches abounded. There was, for example, Kibworth School's decision to present the story of Grace Darling in the flowery language of Victorian Melodrama, with appropriate breast-clutchings and swoonings. Inexplicably, though, this was accompanied by what sounded like Tudor music - it was certainly not Victorian at any rate - and as a result the whole edifice, for me, crumbled somewhat.

Recorded background music is an important ingredient in each of the presentations. It is, indeed, seductive at times, and you have to realize that the emotions rising within are as much the work of Fauré and Aaron Copland as of the performers on the stage. Which is why something a little more homegrown and immediate, like the Red Indian Chants used by Medway Junior School, came as a welcome change.

Each and every one of these performances was rehearsed - you might say drilled - to perfection, and only those who have dealt with large numbers of children on a stage can fully appreciate the miraculous feats of control and response that were attained. Inevitably, perhaps, this raises the question of whether we were given enough spontaneity and individuality. On reflection, though, you come to the conclusion that this was not classroom drama but performance, and that excellence in directed performance is in fact likely to be the more readily attained when it is built upon the kind of good classroom work where spontaneity has its proper place.

But perhaps the most memorable offerings came from those schools who managed to season disciplined speech and movement with a sprinkling of child-centred naturalness. In this regard I much admired Catherine Junior School's robust playground rendering of "Robin Hood" complete with grumbling trees, and disidents who engaged the rest of the cast in acrimonious debate about the sense of the whole exercise - the whole carried in choral speech of wondrous unanimity, clarity and lack of affectation.

In the end you can only bow in admiration to an authority which still cleaves to a clear vision of the central importance of the arts in education.

Shirley Toulson

Gerald Haigh

Japanned

The Bunraku Kyokai. Playhouse Theatre, Nottingham.

Three performances by the national puppet theatre of Japan are a feature of the week-long festival of Japanese arts organized by Nottingham city council leisure services committee which ends tonight.

The Bunraku company, whose style has been developed over the last 150 years, has brought the popular folk entertainment of puppet playing, which dates back to the fifteenth century in Japan, to a high art to which young men are often apprenticed from the age of 12.

Ancient legends and folk tales which make up the company's library of stories has been refined into an elegant poetic vehicle for the drama. They are presented by groups of musicians and "tayū" (narrators) who, kneeling on a small side stage, chant, sing and declaim the story, making the dialogue and the narrative into one continuous stream of strangely mesmerizing sound.

The play chosen for Nottingham was *Yama*, (the mountain). The plot,

which concerns two young lovers in a court intrigue who sacrifice their lives rather than dishonour themselves or their parents, has parallels with *Romeo and Juliet*. Though we can't understand the language the tayū produce such a complex patterning of sounds that the fine gradations of emotion do not escape us.

This is coupled with visual elegance and precision, with richly clad puppet figures, roughly two-thirds human size, playing out the drama on a fully set stage. Each character is supported and helped by three puppets, (the two juniors who work the feet and left arm are hooded, the master who works the head and right arm, is bare headed), and so discreetly do these sober black gowned men serve their small, jewel like masters, that to call them puppet manipulators seems a contradiction. The puppets have a life, a personality, a presence, all their own and the humans like humble servants, appear to have no life except through the passions and actions of these finely chiselled, depicotic creatures, whose detailed precision of dress, movement, and expression makes all around them lumpen and uninteresting.

Ann FitzGerald

On the beach

A Life Worth Living. Belgrade Venue, Coventry, until July 2.

The Belgrade TIE Company's half-day programme for third and fourth year secondary pupils, on the theme of mental handicap, was recently

given its first theatre performance to an invited audience of teachers, social services staff, voluntary workers and parents of mentally handicapped children. It received a resounding welcome for its authenticity and Tom White, Coventry's Director of Social Services, commented, "I believe this is more effective in terms of social education than any other way of tackling the subject".

A.F.

Utopia

Mine. Bush Telegraph, Bristol.

Covered in sacks and smeared with blood, 29 young actors, from Bristol schools improvised a morality play on the stage of the city's New Vic, recently. It was the culmination of a hard-working half term, in which they gave shape to a version of *Utopia*, set in a forest clearing by the entrance to a mine and peopled by children from a brutally authoritarian orphanage, who reached the place as a result of a coach crash. The young actors envisaged a gentle society whose keynote was sharing. There were no permanent leaders (or leading actors either); and any troubles were decided by the "with", a full assembly of the whole community, a device which demanded all the company's skill and vigilance.

The venture was made possible by Bush Telegraph, Avon's only theatre company specifically concerned with education, and by a grant of £700 from the Old Vic Theatre Company, suddenly dropped out. The cast for Bush Telegraph's production, *Mine*, was chosen from 130 applicants who responded to a circular sent to all Bristol secondary schools. The audition took the form of improvisation exercises; and for those who were chosen, they formed the start of a strenuous discovery of the strings

discipline required by an unscripted play.

The company, which has been providing schools in Avon and Somerset with theatrical experience since 1977, is at present without funds for any future project, but not without some optimism for a continued existence.

Shirley Toulson

Gerald Haigh

The London Dungeon

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Not recommended for young children

Rural set

Lark Rise. By Keith Dewhurst from the memoir by Flora Thompson. Kingshill School, Cirencester, Glos.

"Lark rise meets Goose roost," murmured a member of the audience, as a flock of snowy farm-birds peered through the barn doorway at an equally white line of washing, smocks and bloomers, suspended from the roof. The scene was set in a Cotswold barn for a midsummer musical based on Flora Thompson's chronicle of an Oxfordshire childhood a century ago.

In an exuberantly successful production, 70 pupils from Kingshill School, between the ages of 11 and 16, represented the population of the hamlet where, except for the heroine's father, a stone-mason, all the men are employed as farm labourers and chivied by "Old Monday" the bailiff.

In this neighbourhood, visits from the fishmonger, an Irish itinerant

and cheapjacks selling china, are momentous events. A 12-year-old girl sets off in search of "a petty place to learn service in". A young man home from soldiering joins the Squire's Minstrel Troupe. The doctor supervises the forcible removal of an old widower to the workhouse. Bees swarm and the hay is cut. The bawdy jokes and boasts of the mowers are interspersed with the women's talk of pregnancies and husband-trouble. The younger generation also gives cause for complaint. When it comes to helping, "one boy be a boy; two boys be half a boy; and three boys be no boys at all".

The parson preaches Christian submission, as does the children's pious grandfather, but sparks fly at the pub when the election is discussed and the True Blue publican pours the radical's pint. Amid the lively diversions of hopscotch, folk-war and country dancing, the Great War is foreshadowed, and the hardships of the rural past are conveyed as vividly as its charm.

Marion Glastonbury

ARTS

Follow the child

Flying in the Wind.
Central Television.

David Leland's play relies heavily on beautiful photography and symbolic images to make its points. The play opens in a stereotypical primary school of the Victorian-lavatorial style, with its high prison walls against which the tiny victim walks (played with splendid conviction by Prudence Oliver), symbolically deaf to instruction, symbolically made whole again when released from the shades of the prison house. As the story develops, the oppressive and imprisoning courtroom is duly contrasted with the free, enriching, wide-open spaces of the fens where we witness the "real" education of Michael, the second child, taking place; practical learning, relevant learning, learning above all, that one wants and chooses to do oneself, free from tutelage.

While his elders argue about his education in a kind of A S Neill versus Gradgrind contest in the courtroom, under the benign, bemused eye of the judge, we see, by means of somewhat inconsequential cross-cutting, Michael getting on with the business of educating himself to that station in life which it has pleased his parents to call him. He does this without any "guidance" a dreadful odious thing according to his mother. She tells coming, for example, that the world only correct anything he might write if he asked her to but this is in any case a wholly hypothetical eventuality since she refuses to teach him to read until he "wants to learn", whatever that means. At first glance the author (David Leland) and director (Edward Bennett), seem to stack the cards very heavily in favour of this romantic notion.

Like in the first production of this series (*Black of a Nation*) the Aunt Sarah was depicted with a modicum of sympathy and understanding, down with reality. The villains of the piece, it appears, are institutions, structured learning, the state apparatus, and - implicitly on trial during the court scene - modern industrial society, which dehumanizes, oppresses, kills the spirit and is the enemy of "real" education.

But all this is much more interesting than mere polemic or propaganda, despite its intentions. It is a philosophical inquiry. It is not a great play or, even, in my judgment, very good drama; because the characters, apart from the judge, lack depth or complexity - they are



Barry Wyatt (Derrick O'Connor) with Michael (Adrian Wagstaff)

mouthpieces and embodiments of philosophical and educational propositions; but it does challenge ingeniously one's preconceptions and prejudices. Its flaw as drama is that the author seems more interested in the propositions than he is in the people. The contest is between romanticism and classicism; Rousseau on the one hand, and Milton, Locke and the consensus on the other. At first one chooses sides - "of course they must be made to go to school, of course they must be made to learn". Or, on the other hand, "of course children's natural development, curiosity and love of learning are strangled by the system".

But as the conflict of philosophies unfolds, and as the arguments are powerfully, if obviously, illustrated by the images, the play transcends its message. David Leland does not altogether let the damned Whigs have the best of it, and in the end one shares the dilemma of the court, and sees the merit of both points of view.

Michael, it is admitted, is not educated to compete in modern industrial society. So much the worse, then, for modern industrial society, and down with competition - so says his mother. But then we see him being very maladroit and unsuccessful at the things he is supposed to have learnt. The van won't start, the boat sinks, and the herons are frightened away - "for another hundred years" - by his blundering and insensitive intrusion. Michael is apparently getting a bad educational deal, even by his parents' own standards - and so the judge decides.

The final image is a telling one.

We see Michael in school at last. Here again are the visual clichés which mark the piece - the cavernous school, the chillingly regimented corridors. The birds that Michael observed so freely are now imprisoned on classroom walls; the shadow of learning, not the substance. Michael himself is imprisoned, miserably uncomprehending in the midst of hundreds of children singing, with laborious irony, "All things bright and beautiful". He can't read the words of the hymn, of course, and the system has isolated him from his real life and alienated him from his fellows. But if he had always gone to school he would have been able to read, and he would have been at home in the group. A telling image, indeed! What it tells us, though, is very ambiguous, and not, I suspect, quite what David Leland intended, which is what makes it such an interesting, if not moving, play. The characters do not appeal. I cannot ultimately sympathize with the arrogance, the selfishness, the cruelty and disproportion of parents who use their children in this way to express and embody their own discontent with society or, as in some recent cases, to pursue their vicarious ambitions, and glory in the intellectual feuds of their poor little wizened performing monkeys.

The judge asks Michael how he is going to earn his living. "What if you want to be a solicitor or a doctor?" This is the crucial question that finally brings one down on the side of the system of compulsory school education. It protects children from their parents and gives them (or has the potential to give them) freedom of choice and independence. Industrial society is what we have got, and we must surely owe it to our children to equip them to cope with it, live in it, change and destroy it if they wish; but above all, to choose their options within the social context. "Follow the child", says the improbable mother, but she has only given him a cue-de-sac to walk down. Such freedom as Michael is offered here is a cultural, occupational and social imprisonment with a life sentence. And, on this model, life with hard labour.

Brian Tyler

Brian Tyler is headmaster of Kingswood School, Corby. Next week Sheila MacLeod reviews *Rhino*, the next film in the series, to be broadcast on Sunday July 3.

House of Islam

The Islamic Perspective.
Leighton House, Holland Park Road, London W14.

What do the following have in common - the ceiling at Crockford's, the first book to be printed in colour in Britain, a Huntley and Palmers' biscuit tin and the menu for a seven course banquet at the Paris International Exhibition of 1867? The answer is, of course, a Welshman - Owen Jones, who designed them all.

Jones made the first definitive study of the Alhambra palace at Granada in southern Spain, proclaimed it to be "the very summit of perfection of Moorish art" and set about launching what might fairly be called a one man Islamic revival as a third force in the so-called "battle of the styles" which engulfed the world of architecture and design in the mid-nineteenth century.

Early opposition turned to acclamation after Jones, through the influence of his friend Henry Cole (the V & A wing one), was commissioned to design the interior decoration of the Crystal Palace for the Great Exhibition of 1851. His bold use of primary colours was quite literally a brilliant success and thus striking testimony of the openness of industrializing, self-confident Britain to the aesthetic vision of a culture yet to be scorned as backward and decadent.

Tati season

Tati at the National Film Theatre.
July 4 to 10.

Jacques Tati died last year, more than a decade after completing *Tati's* fifth and last feature. His lack of commercial success is usually ascribed to the French preference for verbal wit (though the silent comedies of Chaplin and Keaton seem to have been popular enough with French audiences) and to his methods of work: he was eccentric and a perfectionist. He was also overtly hostile to "the New France", a mime who belonged to the *music-hall* with its acrobats and trick-cyclists, nostalgic for a time before the advent of the consumer society.

Mon Oncle was prophetic. Its appearance in 1958 coincided with the start of the Fifth Republic and predicted that, to a society which prided itself on its taste and its

enjoyment of the good things in life, the prosperity of the sixties would bring vulgarity, snobbery and alienation. The tone grew still more sombre in *Playtime* and *Traffic* as the concrete, steel and plastic symbols of modernity took over the screen. His popularity in Britain may have been due to our own nostalgia for a France with a lower standard of living than ours and our satisfaction in being told that wealth had made them neither as happy nor as efficient as they appeared. But Tati's genius was not for satire; it rested on the eternal inability of the human animal to steer a course among inanimate objects without tripping up over them, and automaticities for demonstrating the consequences to be drawn from this premise.

Robin Buss

Largest, oldest and 'arguably' greatest

China: Alive in the Bitter Sea. By Fox Butterfield.
Hodder and Stoughton £9.95. 0 340 26239 7.

The Gate of Heavenly Peace. The Chinese and Their Revolution 1895-1980. By Jonathan Spence.
Penguin Books £4.50. 0 14 00 6279 3.

The Conspiracy and Murder of Mao's Heir. By Yao Ming-le.
Collins £9.95. 0 00 217141 4.

The Chinese are the largest, oldest and arguably the greatest civilization on earth. Instead of being the subject of intensive study in the West, however, they remain a mystery to most of us. Few people in the West have a fluent command of the Chinese language and many have a strong antipathy to Marxist regimes, but perhaps the greatest obstacle to understanding the Chinese is the difficulty of appreciating their very different culture and their terrible experiences of brutal poverty, natural disasters, foreign invasions and civil war. This difficulty has been compounded by the Cultural Revolution which both bewildered outside observers and cut China off from close contacts with the West. Only in the last few years has China opened her doors to foreign influences and this has encouraged a host of writers to rush to explain the Chinese to the peoples of the West.

Fox Butterfield is a New York Times correspondent, fluent in Chinese, who was in China in 1979-81 during the relatively liberal phase of the Deng Xiaoping regime which brought the Cultural Revolution to an end. His book is in many ways a typical product of the aggressive American investigative reporter. It is a wordy, over-blown, and repetitious, but it is also lively, inquisitive and full of conversations which give vivid personal accounts of the horrors of the Cultural Revolution. It is also impressionistic and lacks both reliable statistics and a sense of balance. The book is based on dozens of specific cases, but fails to offer any general explanation of the origins and consequences of the Cultural Revolution.

Fox Butterfield is particularly good on the disastrous impact of

the Cultural Revolution on specific individuals and his discussion of the merits and failings of the education system in China is probably the best chapter in the book. He is interesting and informative on the relative failings of the Chinese economy due to inefficient management and ponderous bureaucratic control; family relations; the position of women; the supervision and organization of Chinese society and the survival of distinctions of rank if not of class. He is also probably justified in concluding that China is now an authoritarian society facing an authority crisis.

Unfortunately, Fox Butterfield's account is overwhelmingly prejudiced against the Communist achievements in China since 1949. There are indeed a few sentences admitting that the Communists have done a great deal to reduce brutal poverty, to expand the whole economy, and to improve medical care, education, the position of women and the life of the peasants, but these isolated remarks are buried among hundreds of pages condemning the failings of the Communist regime. Moreover, nearly all of this evidence is taken from dissidents who suffered particularly badly during the Cultural Revolution. There are no stories from anyone who is happy or even moderately satisfied with life in China.

The author admits that China has had to face enormous problems in the twentieth century - a massive population, limited resources, a mixture of races, religions and languages, and the horrors of foreign invasion, civil war and natural disasters. Yet he appears incapable of recognizing that the problems make it impossible for any Chinese government to make life as comfortable for the Chinese as it is for many of his fellow Americans. His book is a prolonged indictment of China and it is preoccupied with the unemployment, crime, vice, sexual repression, nervous tensions, and lapses from Marxist ideals that he witnessed there. Yet Fox Butterfield himself takes great offence when a Chinese cadre attacks the materialism, violence, crime, corruption, unemployment, inflation, racial conflict and collapsing family structure



Gilt-bronze figure of Buddha, Ming Dynasty. From the collection of Fine Chinese Ceramics, Jades and Works of Art to be sold at Christie's on July 5 and 6.

that he claims to find in the United States. Jonathan Spence's book is less provocative, aggressive and compelling, but it is altogether more scholarly, perceptive and sensitive. Despite the sub-title, this is not really a study of the Chinese and their revolution in the twentieth century. Rather it is an examination of the responses of eminent Chinese writers and intellectuals to their experience of corrupt, brutal and inefficient government under the last

H T Dickinson

The family way

Families in Britain. Edited by R N Rapoport, M P Fogarty and R Rapoport.
Routledge & Kegan Paul £9.95.

Facilitating Infant and Early Childhood Development. Edited by Lynne A Bond and Justin M Joffe.
University Press of New England £2.50. 0 87451 205 0.

Measuring Emotions in Infants and Children. Edited by Carroll R Izard.
Cambridge University Press £22.00.

The struggle to make modern and his sense of family life has touched as all in the second half of the twentieth century, in the way the two wars affected families in the first half. These three books attempt in different ways to come to terms with aspects of the changing ground rules.

Families in Britain is a collection of essays charting, cautiously, in sociological terms, what has been happening to the family scene since the war. The message is that the constitution of families has diversified rapidly under pressure from external factors, but its nucleus - the nuclear family - remains the same.

A further irony is that our environment, with larger and more distant schools and shops, and more traffic and danger, is making children more dependent, while the so-called psychological climate is urging their parents on to more individual freedom. The communes were to be a radical solution to this equation, but of the 67 McCulloch studied over five

years only five still survive; and one communal, with engaging honesty and flair, described the adult part of their "solution" as "a series of shipboard romances". The potentially long-term effects of the relative sexual freedom of women since the pill, women's internalized economic egoism, which is propelling them out of the nest to follow their own stars, the influence of Asian and West Indian families in our midst, the declining social influence of the church, have all floated the form of the family.

It would seem desirable to fix some of the resultant freedoms both in social policy and in less negative language, before history torpedoes them away with whatever quirk it may have in store, but it's not easy. One apparently simple solution, as Jackson advocates, is that there should be a "generous allowance for all who are tending children... and no distinction needs to be made between one-parent and any other kind of family". Yes, but what a temptation that will be for a meal ticket, a copout on their own lives, to teenage girls with no other immediate direction or salvation, particularly in times of unemployment. And, a delicate matter, what about people who have brought their single parenthood squarely on themselves? We need a particularly sophisticated system of checks and balances to even approximate to moral justice.

A better solution is one originally mooted by Mead and taken up in *Facilitating Infant and Early Childhood Development*: the "block-

mother" type arrangement, where parents take turns looking after their children, supplemented (for pay) by older retired people. This needs to be matched with a restructuring of the working week; and government could then fund children's best interests through the whole unit rather than through individuals.

The same book concentrates on ways of promoting competence in young children, now that this is no longer ensured by a broad family context, and suggests admirably that this primary way of preventing disorders in later life needs to be a chief concern of educational psychologists. The authors build positively on the "self-righting tendencies" of infants once their environment is more sustaining.

Measuring Emotions in Infants and Children may exist at all because the fragmentation of families has left gaps in our ordinary reading of emotions which seem to need to be filled by measurement, which often seems to take an inordinately long route to state the obvious. "In exploring these individual characteristics, through a cluster analysis technique, we have arrived at the conclusion that the profiles of enduring emotional states have much in common with personality profiles." Thank heavens our poets and our senses have intuitively told us that hearts beat faster, that hearts ache, that people have thick skins, or we would have to spend our lives cautiously measuring to find out.

Annette Kobak

Bright Ideas from Batsford

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Literary competition

Competition No 40. Report by Chary-bdy.

"It's this bloody Times Ed competition. How the hell can I work the words Delta, India, Foxtrots, Golf, Romeo, Sierra, Tango, Victor, Zulu and Kilo into a plausible piece of prose?"

Thus V Ernest Cox's desperate contender at half-past midnight, his voice strained, his Horlicks-and-drunk, his waste-paper basket overflowing and his marriage on the rocks. A healthy entry proclaimed that not everybody found it as difficult as all that what was hard was to eschew the obvious, usually romantic associations of Romeo, Tango, Foxtrots, etc (the information that "it takes two to tango" became an almost automatic disqualifier after I'd been presented with it a dozen times) - unless, that is, you managed, like one of the winners, to turn those banal reflexes to firm, ironic account.

Also into the discard pile went those entries where murder victims or would-be Romeos had been "dead" (or "killed") vicious round; there was to be no wriggling round the words as set, though I had every sympathy with N J Warburton's floozy who desperately not to let that expensive holiday, *Delta*, go. Tango also turned up as a drink

(not, I confess, my favourite beverage) but the most ingenious use by far was P W R Foot's below.

Ellis J Delmonte went far beyond the call of duty and included all 26 words in the phonetic alphabet in his entry: the strain showed, but the effort was heroic. Several of the first entries to come in had General Election scenarios; a week later, so swiftly do events recede, the topic was ignored. Harry Smith sent in a hilarious news story about a recently re-elected Midlands MP: it left me agog but was, alas, as its author implied, a little too hot to print. Kathleen Newell struck a familiar note of earnest maternalism in her party political broadcast: "Do please remember, a gramme of courage is worth a kilo of compromise... a nation you know, is just like a family. In my fight against inflation, I just know that the victor will be the one with Victorian values". She didn't quite pull it off all the way through, but is awarded £3 for a sterling try.

Addicts of strict tempo will be delighted to know how wide the writ of Victor Sylvester apparently still runs, and if the Sierra is as popular in the showbiz as it was in your entries, it must be the best-selling model of all time. Commendations go to John Sweet-

man, L Robertson, Michael Birt, Mrs F B Fox, D C Alexander and Bill Greenwell. £10 to Alan Proud, £8 to P W R Foot and £7 each to Joan Evans and Arthur Fox.

The Zulu camp-fires flickered in the kraals huddled at the foot of the kopje. Brett Darlington listened at the open window as the sound of the old 78 scratched the night air. Waves of nostalgia swept over him as long-suppressed memories came flooding back... Once again he held her tightly through feline foxtrots and tortuous tango. The strict-tempo rhythm of Victor Sylvester was a needle jabbing in the grooves of his brain. Once in the golf-club cad barged in when the excuse-me was over... The clean blow to the chin, the flickening of the boulder's head struck the spring floor, the dash to the Alfa Romeo. Then the years of exile raising improbable crops in impossible places - olives in the Spanish sierra, cotton on the delta in India and now, Africa. He stumbled out onto the verandah and fell against a 20-kilo sack of maize. Corn, pure corn... More grist for the Mills and Boon.

Alan Proud

An updated Roman Intelligence? I left the legion on a camp near a Spanish sierra, en route via the Med to India, I anchored at that alluvial delta where not a foxtrots away a royal delta was hotting it up with a certain

five-star general at her quayside pad. I stayed a few days for the gig and left with gifts galore: golf clubs and a kilo of cayenne which I refused. "Non tango!" I said. What I didn't tell this high-placed Romeo was that the very Top Brass, victor of countless battles, was as frenzied as a Zulu about his sister's plight and was hot-footing it to settle scores.

P W R Foot

Next on the agenda of this staff meeting is the possible use of the proceeds of last Friday's school disco. This was a very successful function. While by personal taste belongs more to the Victor Sylvester era of the foxtrots and the tango than to the Zulu tribal dancing of today's head-bangers, I have to applaud the profit of £500 accruing to the school fund.

Several requests have already been submitted. Excluding the Outdoor Pursuits Club's project of a trek from Sierra Leone to the Nile Delta, which requires rather more... ambitious financing, we have to consider the following: assistance towards the cost of the Fifth Year visit to "Romeo and Juliet"; towards a golf-ball typewriter for the commerce department; a set of EM Forster's "A Passage to India" for the English department which has overspent its capitation; and a kilo of fertiliser for the rural studies department. On that note I will close the list.

Joan Evans

Competition No 41. Set by Scylla. In his 45-line poem *Bar*, D H Lawrence uses a series of seemingly unpoetical images - umbrellas, gloves, elastic, old rags. We want from you only 12 to 14 lines of verse on any animal or bird, but we want them close-full of relevant but mundane images. Closing date July 20.

BOOKS

Blood, toil, tears...

Finest Hour: Winston S Churchill 1939-1941. By Martin Gilbert. Heinemann £15.95. 434 29187 0.

On December 1 1941, the recently-appointed editor of *The Times*, Robin Barrington-Ward, recorded in his diary, after lunching at Number Ten, his impression of the 67-year-old Prime Minister. "... very fresh and young and spry. He is a different man altogether from the rather bloated individual whom I last saw (close to) before the war. His cheerful - look - is the right face to put on the vast responsibilities which he is discharging."

"Vast" indeed - enough to buckle in a few days anyone unaccustomed with the supreme self-confidence that in the Churchillian psyche consoled so paradoxically with onsets of the starkest "Black Dog" depression. But, with his redemption to office on the outbreak of war as First Lord of the Admiralty (he had been in the wilderness ever since the Tory defeat in 1929) and with his arrival at Downing Street the following May on the very day that Hitler launched his onslaught in the West, Black Dog stalked away, never to return with full snarling malice until the electoral landslide of 1945 once again robbed Churchill

of the centrality in the nation's affairs without which his spirit raged and wilted.

If the years 1939-1945 were the central bastion of Churchill's life, the 12 months that stretched from the French collapse to the invasion of Russia form a yet stronger inner keep. Without his presence then, it is impossible to assert categorically that Britain's will to resist would have survived and that the nation's impulses to fight on could have been effectively canalized. As it was, the pressures to try and get some kind of terms from Hitler that would leave the British Empire at least temporarily intact - and such pressures were, in government circles, more widespread than we care retrospectively to admit - were easily deflected. With Churchill in charge, all thought of negotiation instantly withered. On paper and on any rational analysis of strategic probabilities, the war was already lost. Churchill's inestimable contribution was his ability to infect the whole nation with his own - in the circumstances wholly irrational - conviction that eventual victory was not only possible but absolutely inevitable.

Martin Gilbert's luxuriantly documented chronicle illustrates this towering certainty and this well-nigh superhuman resilience to disaster.

Robin Ravensbourne

Hearts and minds

Propaganda and the German Cinema, 1933-1945. By David Welch. Oxford University Press £19.50. 0 19 822598 9.

On April 17, 1945, with the Russians about to enter Berlin, Joseph Goebbels summoned his staff at the Propaganda Ministry to announce a new mammoth production in which they would all be taking part. Like the heroic defenders of Kolberg (subject of a film he had recently commissioned from Veit Harlan), they must prepare for the roles that would be theirs in the future epic on the Twilight of the Gods: "I can assure you that it will be a fine and elevating picture".

Faced with this prospect of their sacrifice supplying a worthy supporting cast for their employer's dream of posthumous stardom, they looked at each other incredulously and concluded that the Reichs Propaganda Minister must have gone off his rocker. It was a disappointing conclusion to a career founded on a belief in the power of the media to move minds and no less so for its revelation that in one case, his own, the Minister had succeeded in eradicating the ability to distinguish between grim reality and the myths of Nazi propaganda.

Goebbels may have been cynical in his manipulation of the German cinema, but he was also a film fan who knew how, in the darkness of the stalls, each member of the audience can become Hitler Youth Quex or SA-man Brand. As David Welch shows, he favoured putting the Nazi message across in features rather than documentaries, the dream world of fiction incorporating its bias more insidiously. An approach to the ideal of propaganda which is not recognized as such. When directors tried to dramatize Nazi parades, he protested: "Leave them to us, we understand them." David Welch assumes that he was referring to the work of the Party Film Section which made short documentaries on the NSDAP rallies, but I think it more likely that, in Goebbels' view, the Party's stage-management of such events was so superb that witnessing the reality was effective as no re-enactment on film could ever be. His quarrels with Leni Riefenstahl over the documentaries *Triumph of the Will* and *Olympiad* have been chronicled in other books on the subject. The mechanism of audience involvement is not the

same in films that purport to show reality and a degree of critical detachment was the last thing Goebbels wanted to encourage.

This is not exactly one of the forgotten fields of cinema history, but Dr Welch's approach is that of a historian whose chief concern is to examine the cinema of the Nazi period to find out what it can contribute to our understanding of the wider issues. He describes the takeover of the film industry after 1933, then analyses trends in cinema in relation to political changes. The struggle for power was soon dropped as a subject for feature films, to be replaced by historical romances 'emphasizing the legitimacy of Nazi rule in terms of the German past, or by dramas showing the sufferings of Germans under foreign rule and softening up the audience for campaigns of euthanasia and extermination of the Jews. By analysing variations in policy, Goebbels' personal fads and the system of *Prüfung* reflecting official approval, Dr Welch offers the cinema of the period as a historical document, not previously given its due weight as evidence.

The book is over-priced, but it has the merit of being thorough and arguing a reasoned point of view. *Film and Radio Propaganda in World War II*, by contrast, exhibits all the weaknesses of compilations of articles; there are omissions, overlapping and the absence of any guiding theme. Added to that, it is also expensive, often poorly written and appallingly proof-read (the first pages of one chapter are so garbled as to be almost impossible to follow). Few of the contributors seem to have given thought to the devaluation of their material and some collide with the items on their agenda like rats in a maze. An exception is Nicholas Pronny's study of the projection of peace aims in British and argues it through. The book ends with a "personal view" of Japanese overseas broadcasting by Nanikawa Ryō, former head of the Cabinet Information Bureau, the flavour of which I will not even try to convey. In one particularly choice passage, he quotes at some length from "Zero Hour", a programme of music and demoralization for Allied forces in the Pacific featuring a lady known as "Tokyo Rose": "We're just had it sweet and in a moment we're going to have it hot, but in the meantime there are these new highlights". Now there's propaganda for you.

Robin Buss

Untying the knot

Marriages in Trouble. By Julia Brannen and Jean Collard. Tavistock £13.50. 0 422 78100 2.

Working with *Disadvantaged Parents and Their Children*. By Sally Provence and Audrey Naylor. Yale University Press £18.00. 0 300 02854 7.

Marriages in Trouble is subtitled "The Process of Seeking Help", and that, precisely, is what it is about - the "subterfuges, the self-deceptions and the seemingly reasonable but sad half-truths we tell about ourselves and our partners when we try to face up to the fact that we are troubled and need help."

The last of limbo-between what appears to be the end of a marriage and divorce - the latter now as much of an institution as marriage itself - remains a minefield of emotional upheavals, especially for those who, in all honesty, believe they can "sort things out" for themselves. Our attitudes towards helpers are based on a mixture of tradition and suspicion; outside of the social network, the first ear to be sought is often that of the GP, while the Marriage Guidance Council is still

seen as being solely in the business of "mending" rather than "ending". The former, suggest the authors, presents a danger in that too many GPs are untrained as counsellors and tend to use a referral network entirely within a medical structure, while the latter has not been true for the past 20 years.

The book is valuable for the avenues it explores, for the travellers it takes it tells, and for the conclusions, all of which must be of interest whether we be counsellors or clients.

Working with *Disadvantaged Parents and Their Children* is an American study funded by the US government and the Yale Child Study Centre. Although much of the work described will not be new to British readers, the detailed and meticulous observations should serve as useful examples to teachers and social work students engaged on the inevitable case studies.

But beware of "WISC" - Revised, Draw-A-Person, and Beery Test of Visual Motor Integration - though no doubt, we have our own ways of presenting the disadvantaged from recovering or participating.

Joe Benjamin

Passing the peppermints

Archway Novels Series: Break in the Sun. By Bernard Ashley £1.95; *Revolutions at Ratcliffe's Rags.* By Gillian Cross £1.85; *Fox Farm.* By Eileen Dunlop £1.90; *Collision Course.* By Nigel Hinton £1.85; *A Midsummer Night's Death.* By K M Peyton £1.80; *Moses Beech.* By Ian Strachan £1.90; *Frontier Wolf.* By Rosemary Sutcliffe £1.95; *The Islanders.* By John Rowe Townsend £1.95. Oxford University Press

"Class Readers" - the term still evokes for me memories of thirty gym-slipped girls passing furtive notes and even more furtive peppermint creams, longing for any diversion while we "did" the much-selted and frequently re-spined *Ivanhoe* and *Guy Rannering*. The only time any excitement stirred in us was when we had to hastily conceal the comic we had been reading, flush with embarrassment at our failure to find the right paragraph or page even, and read the allotted chunk in the compulsory expressionless monotone. Miraculously, a few of us survived to love and appreciate books.

Nowadays, however, there is an abundance of literature written specially for young people - literature which often deals with many of the special problems, tensions and crises that adolescents in today's society may experience.

The most recent contender in the field of contemporary classroom fiction is Oxford University Press with its Archway Novels Series. It is launched with eight titles selected from Oxford's children's list and aimed at the 12-15 age group. Further titles planned for Spring 84

include: Peter Carter's *The Black Lamp*, Frederick Grice's *Bonnie Puddie* and K M Peyton's *A Pattern of Roses*.

The idea of the young relating to, and learning from, the elderly is a perennial theme in teenage fiction and, of the eight titles offered, Ian Strachan's powerful and unsentimental *Moses Beech* leaves the deepest impression. Moses is an old, fiercely independent man who has eluded the smothering attentions of the Welfare State. An intriguing relationship develops between Moses and the runaway teenager who is forced to take refuge in his primitive cottage. In a way they are both refugees and both want to go their own ways and be themselves. Confined, yet somehow liberated in the snowbound cottage, Peter grows in self knowledge though at a cost both to himself and Moses.

Also memorable is *Collision Course* by Nigel Hinton which is not only gripping but also psychologically convincing. One identifies easily with Ray's frantic desire to run away from admitting responsibility for the death of Mrs Chalmers. The theme is a universal one; you cannot hide from what you are or run away from what must be done. Learning this is part of growing up.

In fact this theme is also central to Bernard Ashley's sensitive story of Patsy on the run from her dominating step-father and it is an important factor in Eileen Dunlop's appealing if rather sentimental *Fox Farm* which traces the changes which occur in the relationship between a boy and his foster brother when they secretly foster what they believe to be an orphaned fox cub. And, faced with the problem of

whether to give succour they can ill afford to destitute strangers, the frightened and suspicious islanders in John Rowe Townsend's book gradually learn to question the beliefs and illusions on which their society is based.

Rosemary Sutcliffe can always be relied on to provide a good action-packed tale and *Frontier Wolf* will not disappoint. But I would gladly dispense with the two remaining titles in favour of a book which took some cognizance of the fact that we live in a multi-racial society.

There is plenty of competition in the field of classroom fiction. M Books, for instance, have an impressive list to which they have just added four more titles including Paul Zindel's splendid *The Pigman's Legacy*; and, earlier this year Collins launched their *Casades* series with 12 titles for 10-16-year-olds.

The Archway Novels attractively widen the choice and a bonus is that each book contains an afterword by the author about the inspiration behind the book, the process of writing it and the author's attitude to it. However, I feel Collins have a slight edge in that they have not only produced good quality literature especially written for children but have also encouraged the sensitive and lively handling of those books by producing sets of extremely helpful and stimulating teacher's notes to accompany each title.

In the late fifties teenagers and their problems had only just been invented. The books available in school inevitably ignored the phenomenon. Now, if sorely strained budgets permit, furtive notes - and peppermint creams - really ought to be a thing of the past.

Veronica Millington

Solve or survive

Story Trails. By Allen Sharp. The Tomb of Amenosis 0 521 27227 0. The Deadly Trap 0 521 27267 X. Night of the Comet 0 521 27266 1. The Dirty Dollars 0 521 27226 2. Cambridge University Press 95p each

Story Trails are mystery stories where readers make choices between possible future events. Of these new issues, one is set in the Wild West, another concerned with gun running and with the tomb of an ancient Egyptian prince; there is a murder plot with a supernatural element and a science fiction story of monsters appearing in the Outer Hebrides.

The stories are clearly printed and in short sections, for a reading age of about 10. The openings tend to use the "bunch of bananas" technique, introducing a large-ish group of characters mentioned by name but not individualized. Mastering the basic facts requires a persistence and

degree of concentration which it may be part of the object of the series to develop, but are not always available to reluctant readers. Much of the story consists of a narration of factual events by the first-person protagonist, which again doesn't always come alive.

A variation in choices in the early stages of a book can lead you back into the main stream, but towards the end the choice is crucial, and decides whether you solve the mystery, or perish.

In *The Deadly Trap* there is a link on every possible move made at the outset, with falling toys and jagged branches, burning conservatories, and, as with a ghost train, accepting it all is presumably part of the fun. On the whole the more aggressive moves are more likely to be successful. In *Night of the Comet* it, with dubious morality, you throw a bottle of whisky at a crazed man with a Very flare pistol and set him alight you win through; but if you

stand back hoping he won't fire you don't.

There are moments of real excitement: In *The Dirty Dollars*, survival lies in banking on whether there are five or six bullets in the Colt of the gunman opposite. And *The Tomb of Amenosis* has a superb end with a runaway train and an escape in an ancient Egyptian barge through an underground pipeline.

My initial feeling about this series was that they should either have fewer ramifications, fewer characters more vividly realized, and more illustration, or, if designed for more sophisticated readers, provide more genuine clues in which observation can lead to solution. However I must admit that as I read more of them I felt a certain compulsion to continue building up in me, and this may be even stronger in some of the readers for whom the series was designed.

Rachel Blake

Quietly systematic

More Directions 1 and 2: Reading, Reference and Study Skills. By John Cooper. *Directions: Teacher's Guide* (with answers). By J. Cooper and R. Hughes. Oliver and Boyd £1.60 each. 05 003498 7, 003499 5 and 003515 0. Teacher's Guide £1.00.

It's a double truism that publishers will only publish what teachers buy, and that teachers can only buy what publishers have published. How else can the genesis of these books be explained? All the things that sensible readers should do are shown here: predicting, using the context, skimming and scanning, detecting bias, distinguishing fact from opinion, which isn't always quite as sim-

ple as the exercises pretend, and so on. But to what extent do children acquire, develop and refine these skills through doing exercises in them, rather than in using reading and books for their own real purposes? It is quite true that children's work has to be planned, or it may not happen at all; the notion that these books will do it for the teacher and make it even more systematic is a pernicious one.

And there are other points. It is implicit throughout the series, which began five years ago, that "intermediate" and "higher order" skills come after the initial ones (like "integrated day" and "individualized learning", some of the 57 varieties of educational jargon). But it is now appreciated that all the skills of reading develop in parallel from the same roots right from the beginning of emerging literacy. And again, flexible reading is claimed to be threefold: skimming, scanning or intensive reading. This is as much a travesty of the flexibility of a fluent reader as the suggestions about topic work constitute a caricature of what topic work means in good schools. As part of a language programme, these books are likely to mean children doing the exercises so that they work quietly; and we all know what Her Majesty's Inspectors think about relying too much on that sort of thing.

Just one final point: no one wants books like dayglo socks, but these are ineffectively boring.

Ralph Lavender

BOOKS



From *The King With Four Daughters* illustrated by Michael Jackson in Sheila McCullach's Hummingbird series (group 3), published by Granada (£1.35).

Put to the test

Most schools, many education authorities and some teachers are keen to use reading tests, in order to be able to show some objective results. With large numbers of children to be tested, speed and ease of application may be the prime consideration, at least for those doing the testing. One of the most popular tests, on these grounds, was the old Holborn Reading Scale. It consisted of 33 sentences in increasing order of difficulty, for a child to read aloud, and it took only 20 or 30 seconds to administer. But the Holborn Scale was published in 1948 and its norms were dated, so a few years ago it was recently laid to rest.

Among teachers who mourned it were an enterprising group at the Westfield County Primary School in Hoddeston, encouraged by their headteacher Anna Bradley, who has since retired. They devised their own replacement test, also of 33 sentences, and piloted it in Hertfordshire schools. Emboldened by the results, they had their test standardized, with the help of the county statistician, John Walker, and it has now been published.

The print size of the sentence decreases as the difficulty increases and, according to which line produces the child's fourth mistake, a reading age is given. They range from 5 years 6 months to 13 years 1 month, in steps of three months, and different scales are given for boys and girls. The test has been applied to just under a quarter of the number of children who would have been needed to establish com-

plete standardized norms. The point of any standardized test is that you can compare scores of individual pupils with one another and with whatever population has provided the norms, in this case nearly seven and a half thousand Hertfordshire schoolchildren.

But, like its predecessor the Holborn Scale, that's all the Hertfordshire test can do. It tells you only about word-recognition and decoding skills, nothing about comprehension. And it has no diagnostic value. You can learn what a child can read and how that compares with the average for children of that age (in Hertfordshire), but not how much a child understands or, when they make a mistake, why they have made it and how to help them improve.

In other words, the advantages of speed and ease of testing must be set against the disadvantages of limited information. There are so many more complex tests around and so many informal diagnostic procedures that individual teachers can use instead of tests, like miscue analysis, that a word recognition test, albeit standardized, is only useful within a framework of informed and informative practice in the schools that apply it.

Mary Hoffman

Hertfordshire Reading Test is available from County Educational Research and Development Centre, c/o St Alban's College, Hatfield Road, St Alban's Herts. AL1 3JF. £2.00 each.

Puzzles and foibles

The Mathematical Experience. By Philip J Davis and Reuben Hersh. Penguin £5.95.

How many of the growing army of A level mathematicians have any idea of what mathematics is about, how it has developed, how mathematicians think, and what real uses the subject has? Far too few, one suspects - especially after reading HMI reports on sixth form work. Now the perfect book for them and their teachers and parents - is out in paperback.

Rastamani: The Rastafarian Movement in England by Ernest Cushman has just been reissued in paperback (Unwin £2.95). This scholarly but enjoyable book comes as close as anything could to being the definitive study. Those interested in this sub-culture

Davis and Hersh provide a readable and often fascinating tour of philosophies and puzzles and foibles and fashions of mathematics, covering a huge amount of ground in a humane and attractive way. It's well worth the effort for non-mathematicians too - though harder going - presenting what too often seems a highly esoteric branch of academic life as an essential - and fallible - part of human experience.

Virginia Makins

from a dramatic viewpoint should acquire *Lament for Rastafari* and *Other Plays* (Marion Boyars £4.50) in which the West Indian playwright Edgar White deals with black themes in a variety of contexts.

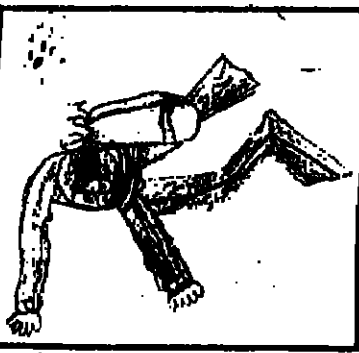
RESOURCES/SOFTWARE

Deep sea delving

Ann Broad excavates the Mary Rose

Mary Rose comprises two programs based on the rediscovery and excavation of Henry VIII's flagship, the Mary Rose, which sank in the Solent in 1545 and which was successfully raised in 1982. The first program (Survey) simulates the search for the wreck and small groups of children navigate a boat around a given area of the Solent surveying the sea bed by means of an "underwater scan". Any objects discovered can be investigated and identified by diving and their positions marked by buoys.

Having found the Mary Rose the children are able to begin the second programme (Diving). This simulates the underwater excavation of the remaining hull of the Mary Rose. The groups take it in turns to dive on the wreck, clearing mud, mapping out the structure of the hull and looking for artifacts and other "finds". The children are able to speculate on the nature and meaning of any of their finds. Pro-



Drawings of a diver and the Mary Rose by the children.

gress is recorded on a data tape.

Searching for and excavating the Mary Rose on a computer, great! In the wake of the wide TV coverage of the raising of the Tudor warship, the idea was greeted with enthusiasm by the class of 3rd year juniors. However, it was not that simple.

The first problem was to find a cassette tape recorder which would work in conjunction with our newly-acquired BBC computer. This took a matter of weeks of trial and error before the computer consultant at the local teachers' centre solved the problem.

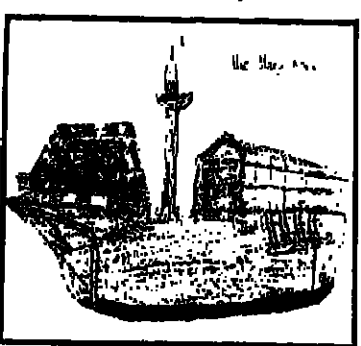
The frustrating waiting time was not wasted. Work was carried out with the children to prepare them for the surveying and diving. Discussions and dictionary work took place in connection with unfamiliar and specialist words connected with ships and archaeology. Pictures of sailing ships were scrutinised and the various parts of the ships named. The derivation of some names were discussed in relation to the history of sailing ships, for example, forecastle. The screen picture of the command letters was copied into their topic books and discussed.

One group of five children carried out the task of plotting the position of the Mary Rose from the bearings given. This was an exercise which interested and stretched them. The majority of the class would be capable of this task in perhaps another year. Other experimental work suggested on pressure and lung capacity would also be better understood at a later stage.

At last we could start on the

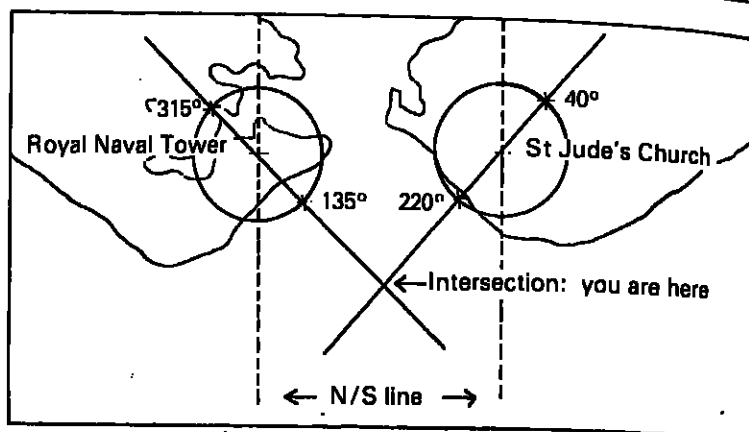
actual computer program work. The children were split into groups of five and after guidance for the first few minutes of the survey program were well able to continue the search for the Mary Rose without supervision. They enjoyed this part of the program immensely and were excited when they found anomalies of the sea bed. The splash of the diver jumping into the water to investigate was a bonus.

Before commencing the diving program, the diver's equipment was listed, explained and the importance of the equipment checks before each dive discussed and emphasised. This second program did not run as smoothly. The load-



ing presented a variety of inconsistent difficulties for reasons which were never apparent.

The main problem for these third year children was the concept of a three dimensional excavation under water. The decision to go Up or Down was often confused with the North and South. It was decided to excavate one level at a time but this



caused problems when an obstruction was encountered. The children could not cope with the diving programme on their own which made it a very time-consuming exercise in teacher hours.

Because of the time the whole project had taken, interest unfortunately waned but before completion, hull and deck timbers had been discovered at different depths and recorded on the grid. The more discerning children could see the shape of the hull appearing. The air-lift was used to clear mud and coins were found in its sieve. A bone manicule set and two pewter flacons were also found.

The problems encountered with the software were mainly in connection with the data tape. Transferring the dive information on to a separate tape appeared to be simple from the instructions given; however in this instance it did not work. It was necessary to load the dive information into the computer; no instructions were given as to when this should be done. Divers were allocated a diver identity code number on

their first dive. When this number was typed into the computer as requested on the second dive it was rejected. (Perhaps this was connected with the information tape problem).

The contents of the Mary Rose software package were excellent and provided the basis for a great deal of interesting work in various areas of the curriculum. But before attempting the diving programme it would be advisable for both teacher and pupil to be totally conversant with the techniques of using a BBC computer.

Although the project was not completed, much was gained in historical information and language work and the children's interest in the Mary Rose was stimulated. Mathematically the program would be more suitable for children of perhaps one or two years older. But work on the diving equipment has given them a basis of knowledge for a possible future leisure activity. Generally an exciting and worthwhile project.

Scales and waves

by Bob Fairbrother

teaching notes emphasize the need to use real instruments as well as the simulations provided by the computer.

It would be nice if a warning buzzer sounded to alert the teacher when a series of wrong answers is being given. It would be even nicer if the computer kept a record of each individual's attempts so that appropriate remedial work could be planned when necessary.

Longitudinal Waves: This is a rather complex program which requires a bit of time to get used to. Essentially it starts with an incident, progressive wave moving to the right and shown in a conventional way. Three options can then be chosen: Interference, Reflection, Beats.

Interference is provided by a second wave which has the same wavelength and velocity as the incident wave, but the two amplitudes can differ and a phase difference can be introduced. In reflection the reflected wave has the same wavelength and speed as the incident wave but its amplitude can be varied. Beats are formed with a second wave which has the same velocity as the incident wave but whose wavelength and amplitude can be varied. In each of the options the incident wave is always shown but you can choose to show in addition the second (or reflected) wave, the result of combining the incident wave and the second wave, or all three of these.

Each option has default values for velocity, wavelength, amplitude and display speed, but you are able to change these within certain set limits.

In addition you can increase or decrease the phase relationship in steps of 18 (units not given) by pressing the I key or the D key. At any one time the screen can show any one of four sets of information:

- the menu (do you want interference, reflections or beats?)
- the parameters (values of velocity, amplitude, etc are listed)
- the commands (display record wave, set the amplitude, etc)
- the waves

Moving between these different screens was an infuriating business at first because the method of doing so is not given on the screen but must be obtained from the booklet of teaching notes.

This program needs to be closely interwoven with the teaching so that the teacher has control over the way it is used. The complexity and density of information requires the presence of the teacher initially to avoid confusion. This means that small-group teaching is necessary so that everyone can get fairly close to the screen. Carefully constructed work cards might be used instead, and each student with the ideas involved then confident with the ideas involved then individual explorations could take place. So, for example, measurements can be taken from the screen to see whether the addition of two equal amplitude waves in phase does produce a double amplitude; and what happens when the phase changes?



Add and subtract

by Colin Baker

Learn Addition
Learn Subtraction
ABC Primary Software
£6.50 per cassette
For BBC Model B Microcomputer.

ABC Primary Software, a marriage of primary school teacher and programmer, have produced two cassettes for the infants maths curriculum. As with most good books, the title misrepresents the contents. The six programs on the two cassettes are less about learning addition and subtraction and more about practice and testing aspects of those processes, using the numbers 0 to 9.

On the first tape, three programs provide practice with addition. "Block Add" presents the infant with two towers of blocks, one red, one blue. The child responds by attempting to create a single tower containing the combined number of blocks. In a small window, the number of blocks present in the single tower is written. The pupil may be practising matching and equivalence, but counting is not a necessary accompaniment.

"Block Line" provides the infant with a number question (eg 3 + 5) and is requested to "place" blocks on a number line to represent the addition. The third program entitled "Test" also asks a traditional-type addition problem and expects a numerical rather than a pictorial response. A useful aid is the presence of a number line to aid calculation. The pupil can move a cursor along the line to represent the addition.

The second tape contains three programs to practice subtraction. "Difference" requires the infant to construct two lines of blocks of a given number. The required answer is the difference between the two blocks. "Picture Subtract" is the most attractive program on the two

tapes. A number of birds are placed on a tree, accompanied by sound effects. The pupil responds by counting the birds. With further appropriate synthetic music, some of the birds disappear and the pupil is expected to calculate the number of remaining birds in the tree. The final program called "Test" is the same as on the first tapes, except that it concerns subtraction rather than addition.

With the exception of the two "Test" programs, a pupil gets three chances to get an answer correct. On all six programs, feedback is by a very repetitive diet of a yellow tick and "good" or a red cross and "wrong". Pupils are invited to add their names, eight letters being the maximum. Christopher and Henrietta beware! With the cassettes comes documentation in MEF format.

Fourteen objectives are listed. These are mostly aims and goals rather than objectives and are generously optimistic. The synopsis and details of content are satisfactory though occasionally verbose. Realization that the programs are not self sufficient is laudable, users being given brief advice about preparation, alternative forms of concrete practice, and follow up. This demonstrates realistically that the programs do not replace or innovate. Missing from the documentation is the time taken to load each

Circuit display

SP3 Circuits-Switches
£11 including VAT
Gravland Computing, 35 Dean Hill,
Plymouth, PL5 9AF

This is a simple interactive physics programme designed to run on a BBC model B microcomputer (or model A upgraded to 32K). It presents, in colour, nine circuits varying in complexity from a simple series circuit containing one cell, one lamp and one switch, to more complex series-parallel arrangements containing one cell, several lamps and several switches; see fig.

The switches are numbered, and pressing the corresponding number on the computer keyboard closes and opens that switch. There are three states of bulb brightness: OFF - the symbol is drawn in white; DIM - symbol is white on a red square; BRIGHT - symbol in white on a yellow square. One cell connected to one lamp produces a bright glow.

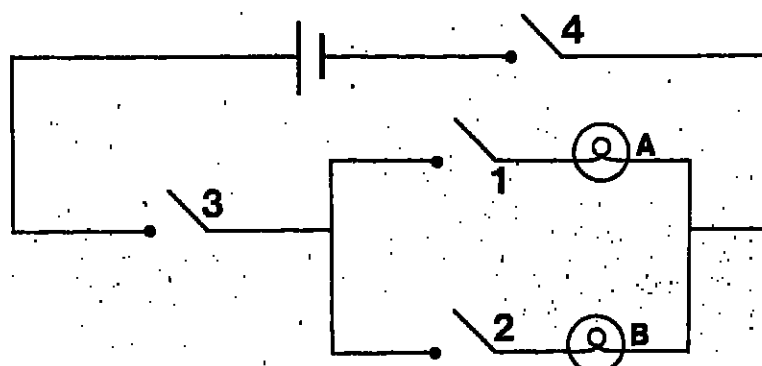
The circuits are selected from a menu and displayed separately. The program loads from tape in just

over two minutes and once loaded, it is very easy to use. A disc version is available (40-track, single-sided, orders over £30 only). I had considerable difficulty loading the program from tape whether using the usual loading or a special one suggested by Garland Computing.

Careful teachers will ensure that this program is supported by practical work and discussion as suggested in the simple set of teaching notes,

however would it not be more simple and effective to set up the circuits themselves? I am also suspicious of circuits which show a cell being short-circuited and hence switching off the lamps in the circuit; two of the circuits suggest this. Apart from the undesirability of doing such a thing in practice, it raises all kinds of difficult questions about internal resistance.

Bob Fairbrother



New range

A new range of education programs for five-to-seven year olds is to be published this year by Macmillan Education and Sinclair Research. The software, say the companies, will first cater for principal learning areas such as reading, mathematics and science. They will be linked to Macmillan publications, but could also be used independently. The first cassettes are expected to be available during the last quarter of 1983, with further titles appearing throughout 1984.

Macmillan Education, Houndmills, Basingstoke, Hampshire RG21 2XS.

Car rally; monsters and giants

Longman and Ladybird have joined forces to produce computer software for primary schools. The first programs include a maths program, *Rally*, which aims to provide motivation for arithmetic practice through a car rally. Children get more fuel if they answer correctly and there's the added problem of working out the most economic route round the towns.

In *Terrible Tales*, a text-based program, children read about monsters and giants, and then go on to make up their own stories. In the course of doing this they are invited to estimate the sizes of things. In

Sheepdog, children try to direct sheep into a pen; the programs imitate from the University of Technology in Loughborough, from a project under the directorship of Tony Gray in the Department of Education.

All the programs are priced at £9.95 (plus VAT) and come complete with teachers' notes and pupils' word cards. Versions on cassette for the Acorn BBC 'B' micro are available.

Enquiries to: Geoff Gallagher, Longman Group Resources Unit, 33-35 Tinner Row, York YO1 1JP.

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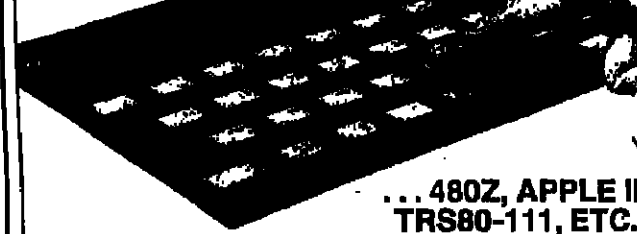
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RESOURCES

Language for the listener

Susan Norman reviews materials for teaching English as a Foreign Language

Listeners by Mary Underwood and Pauline Bar. Troubles in the Family/When Someone Dies. The Police/Sickness and Health. At Your Service/Working in Shops. Dangerous Jobs/Working in Medicine. Men and Women in Society/Students and their Attitudes. People from other Countries/Believe it or not. Oxford University Press, Walton St., Oxford. Stop, Look and Listen by Will Capel and Tony Garside. £2.25. Hodder and Stoughton Ltd, 47 Bedford Square, London WC1.

Listeners is a series of 12 glossy-looking packs (all, incidentally, about twice as big as they need to be to house the cassette and small booklet they contain) providing material for self-study by foreign students who want to improve their listening ability in English. The packs are grouped under three headings: "Day to Day Life", "Work" and "Matters of Opinion". Each C60 cassette has a

30-minute programme on either side covering topics such as homes, shopping, police, family problems, death (the only EFL material I know of to broach this subject), superstitions, students and more.

The programmes are made up of what appear to be unscripted interviews with native speakers, strung together by an uninspired announcer and interspersed with snippets of music and songs.

The material has several good features. The extracts sound authentic and incorporate a variety of accents. They are divided into short, manageable chunks, and yet within each programme there is time for a theme to be developed and for the core texts to be recycled at different attitudes, opinions and experiences are expounded by a variety of people.

So much EFL material is so densely-packed with facts, target structures and lexis that the students have no time to come to grips with it all before it's time to move on to the next topic.

Listeners have some good exercises, too. Students are frequently asked to predict what they think will happen and they are given the

chance to compare their own ideas with those expressed on the tape. However, I do have numerous criticisms of the series.

For a start, nearly all the language in the six packs I have access to is descriptive. People do a lot of other things with language besides describe and foreign students need exposure to a variety of language functions. The exploitation too is by and large unimaginative. With a little more thought, the language level of the exercises could have been lowered to bring the series within the range of a much larger audience, while still being relevant and stimulating for the current target students.

It is not so much the original text which determines the language level of the material after all, as what students are expected to do with it. What students are expected to do with much of this is quite difficult, and not necessarily particularly useful. As it is, the grading (from elementary to advanced) is somewhat haphazard. The publishers might more accurately have lumped the whole lot in the "intermediate and above" bracket. After the gloss

of the outer box, too, the handbook is rather unclear and bitty.

This is not to underestimate the enormous difficulties in producing authentic listening materials, nor the potential value of a series like this. However, considering the scale of the project and the quality of the interviews, it's a pity someone didn't spend a bit more time thinking clearly about how best to serve the needs of the users.

Stop, Look and Listen is a much less ambitious project, consisting only of a students' workbook and cassette. The workbook contains the tape scripts, key and teacher's notes so it is suitable for both self-study and class use. It is at elementary/early intermediate level and practices both reading and listening skills at this level. The workbook is particularly at this level. The laudable aim throughout is to encourage students to choose language relevant to their needs (ie necessary for completing the activities) and to disregard irrelevant language, whether they understand it or not.

There are 10 units, on topics such as fashion, pop music, sport, travel, and work. These are evenly in-

cluded with five news units and three crosswords. The overall impression is of fun and variety: in presentation and content, and in language practised and activities.

Each topic unit contains two or three sections, either written or on tape, with the sort of exploitation which involves filling in maps and charts or identifying the correct written or pictorial answer - all ideal for this level. The sections allow for themes to be developed to some small extent.

The news is a popular area for exploitation in EFL, but rightly, so that it can be a source of English available to most students throughout the world. In *Stop, Look and Listen* the items have obviously been specifically written for the book, but they ring true and the recurring theme allows for development in terms of main structures and vocabulary areas.

The teachers' notes waste space repeating what the students are to do when they could have offered alternative and more imaginative presentation ideas. However, the material is exciting enough for this to be a minor quibble.

Tales from the Mersey

by Jessica Saraga

Liverpool Slipping through the Ages by E W Paget-Tomlinson. Liverpool Slipping through the ages by Michael Slammers. Liverpool and Merseyside: a topographical record by John Berbers.

Scouse Press, 4 Windermere Terrace, Liverpool L8 3SB. All £1.50 except no. 1, £1.25.

You don't have to be a Liverpoolian to be enthralled by these archive collections; if you can look and learn and read a bit, you'll find your interest engaged.

The series has been built up over several years, and further additions on music and local government are in preparation. The collections of facsimiles and reproductions are similar to "Jackdaw" though without the pages of background and interpretation. There are so many of them that they are their own background anyway, and once identified they speak for themselves.

Not that identification is easy, for associated with the shower of documents bursting out of each slippery polythene packet is a high frustration factor. Which document is which? Are they in order? (No.) Is there a list of contents? (Some times). Are they all there? (So far, yes). Where are the descriptive notes? If only someone had numbered the exhibits.

But once sorted, the documents begin to be attractive. In addition to the prints, maps, broadsheets, and other standards, there are thick cardboard, ticket-shaped railway tickets, a letter-shaped letter sealed with apparently genuine sealing wax; a souvenir silk handkerchief with apologies for being reproduced on paper, a plate-shaped souvenir plate (no apologies) and many more witnesses to a great deal of legwork around Liverpool's museums, galleries and record offices. It's not all



gimmickry, either; each of the collections adds up to a coherent insight into Liverpool's history, and combined they are mutually complementary and corroborative. What comes through very clearly is that you can't study local history on its own. Fascinating though it may be, as a focus, national and international issues keep forcing their way through. A maritime city in particular has links with the wider world. It was national government, thanks to Wilberforce, which put an end to the infamous and abominable "Africa trade" described, with some rare illustrations, in *Slavers and Privateers*.

National wars forced Liverpool's merchantmen to set sail armed to the teeth, to fight off enemy privateers. Not that they were unwilling; many of them carried the letters of marque which legalized their own attack on enemy shipping, (you could buy them at the Post Office), just in case. Liverpool had its own privateers, too, roaming the seas cargo-less, looking for a prize.

Even a page of the *Liverpool Mercury*, for November 29, 1816 (found in the *Liverpool Shipping* packet) is a page of national history too. The country's Christmas oranges and nuts from the Mediterranean are unloading on the dockside. No fewer than six ships are imminently off to North America, and one for the Argentine - for the Spanish trading monopoly with South America, breached during the wars, has failed to be successfully resumed. Within the decade, Canaling will have "called the New World into existence to replace the balance of the Old". Meanwhile this country is in distress. Its causes will be debated by the Independent Debating Society on December 4, promptly at 8 o'clock.

But the most compelling packets are the two describing the growth of Liverpool - or Lytpe, or Leirpoo

Rotten story

by Hugh David

The Woodchip Debate Slides and notes, £11.25. Optional cassette, £5.50. Educational Media Australia. Available from Educational Media International, 25 Bolleau Road, London W5.

It might sound like a decorous discussion ("On BBC-2 last night, following *The Levin Interview*...") but acrimony and considerable ill-feeling have marked *The Woodchip Debate* in Australia. The argument is a crucial one, and both sides have been well and fairly put in this slide and cassette pack.

The issues are very simple. The frame of an average-size house requires the timber from three of four mature forest trees. The family that lives there consumes something like 680 kilos of paper every year, most of it as unnecessary supermarket packaging, and all of it derived from woodchips.

These are derived in their turn from any tree too rotten or crooked to go to the sawmill, but now conservationists, whose interests do not necessarily include the health of the national economy, are proclaiming that Australia's native forests are disappearing at an alarming rate.

Every tree cut down means one more homeless owl, cockatoo (and in Australia) potoroos and wombats, but that is the sentimental side of the story. The debate really revolves around the extent to which timber and woodchip consumers are affecting the environment. Trees are not as emotive as whales or seal-pups.

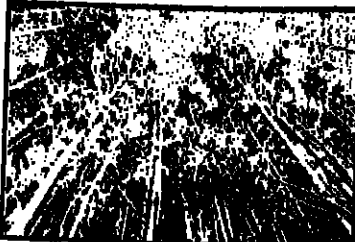
Instruments for difficulties

The BSN(S) Consortium designs and produces curriculum materials and equipment for children with severe learning difficulties. The materials are researched and developed from ideas initiated by teachers in LEA BSN(S) schools. Their recent catalogue includes musical instruments, games and photographs.

The consortium have a reference library and permanent display of the materials at Jack Tizard School, Finlay Street, London SW6 6HB. Telephone, 01-736 8877.

Self-reliance and concern for others are identified as male and female conditioned characteristics in the May/June issue of the *Working with Girls Newsletter*, which comes from the National Playing Fields Association.

The Newsletter also notes that girls and boys have different ambitions for their ideal play areas, and different



Wood is a far more basic commodity than blubber. The issues are wide-ranging - economic and intellectual as much as emotional.

Which is why *The Woodchip Debate* is such a useful classroom resource, even if it is exclusively Aussie in outlook. The whole business is a perfect model of global conservation issues. EMA's pack looks at and illustrates the arguments of both conservationists and the woodchip industry, pointing out the effects that the destruction of a forest can have on the general environment as well as on the wildlife of a specific area, but also sensibly acknowledging that Australia would not get very far without the wood for new houses or even the woodchips required for cornflakes packets and biscuit boxes.

Some of the assignments contain direct and immediate instructions ("Collect a bag of soil") whilst others seem to be directed at the teacher ("Keep the records collected year by year in the school library").

Even more troublesome are the assignments which have to be broken off in mid-sentence, since they can only be completed over a lengthy period of time. Other assignments are seasonal and will necessitate a more complicated organization, such as searching for specimens of "fruiting bodies of fungi" in "woodland soil".

In the end I suspect that many teachers will welcome these cards for the profusion of ideas and assignments they throw up, rather than as substitutes for existing worksheets or textbooks.

I cannot predict the welcome for the Guinness Poster Magazines on *The Human Primate*. On one large sheet (660mm x 440mm) there is an extremely attractive full-colour poster on one side and a four-page information booklet (330mm x 220mm) on the other.

These show clearly what is known about the evolution of man from Australopithecine to Homo Sapiens, but the language level makes few concessions to children in the lower primary school, let alone the primary school. However it would be a pity to miss the excellent posters and the notes can always be used for lesson preparation.

Obtuse angles

by Philip Sauvain

Learning Through Science All Around. Out of Doors. Two packs of pupils' cards and teachers' book. by Margaret Collis and Doug Kincaid. Schools Council/Macdonald Educational. Man's Place in Evolution. The Human Primate. Series 1 to 4. Guinness Poster Magazines. GBR Educational.

Teachers who have already purchased some of the Schools Council 5/13 publications will no doubt welcome these lively work cards and the teachers' guides - taking "up the need which became apparent for pupil material to accompany the Science 5/13 books".

Each card can be folded in two to give four A5 pages. The cards are classified into three groups of eight - soil, weather and shapes in *Out of Doors* and science on the doorstep, plants and animals in *All Around*. Regrettably there is no numerical or literal code to identify the individual cards, and some of the titles are not particularly helpful in identifying content.

The teachers' guides reprint the cards in reduction and provide notes for each card, together with a list of materials needed. Unfortunately there is no master list giving all the materials, instruments, tools and specimens for the set. Nor is there any precise indication of the age/ability range of the pupils who will use these cards.

In practice, the cards vary quite considerably in level. This is intentional, "and even within a card some activities may be easier than others", the authors explain. This hardly makes them user-friendly! The Look Around card begins page 4 in the language of the First School ("Find a place with a view and look. Some things are near; some are further away...") but this is preceded on pages 1-3 by assignments on acute and obtuse angles, plumb-lines, verticals, horizontals and parallels.

To be fair, the authors hope that the cards will "be used as flexibly as possible and that teachers tailor them to fit their way of working and organization". This is essential - but it will require a considerable input from the teacher, both in preparation time and in administration.

Some of the assignments contain direct and immediate instructions ("Collect a bag of soil") whilst others seem to be directed at the teacher ("Keep the records collected year by year in the school library"). Even more troublesome are the assignments which have to be broken off in mid-sentence, since they can only be completed over a lengthy period of time. Other assignments are seasonal and will necessitate a more complicated organization, such as searching for specimens of "fruiting bodies of fungi" in "woodland soil".

All credit to the fresh-eyed women who came into the factories and instituted proper instruction. All credit too to Gramplan's little series, *Do It Herself*, which has dared to assume no knowledge of the simplest tools or most basic d-i-y skills.

This is generally not a series of passing remarks about chamfering edges or checking levels. Because in spite of the feminist title to the title, the real value *Do It Herself* is that it removes the unnecessary mystique that can intimidate any beginner, whether male or female.

True, the programmes do show two competent middle aged Aberdeen women tackling unfamiliar jobs and coping well (though it is easy to imagine them exclaiming "Nelson's it") and if they put their minds to it). And this is a good, positive image, broadcast at a time when many viewers will be housebound



At the Centre

Bob Catterall previews 'Wheels of Fire'

Wheels of Fire BBC2. Wednesday, July 6, 8.10 pm. From July 7, Thursdays, 7.30 pm.

When we in the First World look at the Third World it is difficult for us to escape our own projections. We see pictures and hear sounds and voices from Third World, but we tend to take in the desires and assumptions of our own everyday reality. We look at the Third World, but we fail to look into it.

Wheels of Fire, a series of 10 programmes about "development issues in India", invites us to look again. It begins dramatically. Women are carrying rocks on their heads and then breaking them up. Nearby an imperious overseer sits and watches. One of the women challenges the exploitative rate of pay. He tells her that if she doesn't like the pay she can go instead to "the Centre".

This Centre, the Social Work and Research Centre at Tilari in Rajasthan, is the focus of the extra-long introductory programme (30 minutes instead of 30). The Centre is a voluntary organization concerned primarily with the most deprived groups, the scheduled castes and rural women. The young people who staff it have adapted their expertise to the needs and the mobilization of local people.

Members of the Centre show con-

siderable ingenuity in their work, a rare grasp of the realities of power and of the liberatory potential of education. A puppet show, for example, is used as the "secret agent" with the children. The puppets act out in the manner of a politically conscious Punch and Judy show the power struggles of the village.

The approach to "formal education" is also tuned to the realities of power. The emphasis is not on merely marketable skills in the absence, as here, of an adequate market, but also on skills that are connected to self-help, to the ability to trace connections and to perceive alternatives, to create and sustain work through reasoned choices and effective action.

The first programme is well made. Used selectively it could be very effective in primary and secondary schools as well as in adult education. The remaining programmes - on rural and urban cooperative schemes, on large and small scale production and on land reform - are less attractive and rarely sustain a grasp on the liberatory potential of education. There are no background notes.

The emphasis on self-help and on women's struggles is welcome, but there is little mention of the dominant forces of the society and hardly a hint of the world economy with which such struggles engage.

No chamfering!

Philip Venning on 'Do it Herself'

CONTINUING EDUCATION Do It Herself Gramplan for the ITV network Fridays, 12.30 pm

The world wars did much more than confirm the obvious - that women can be as good as men at working capstan lathes, stamping out aircraft parts, or welding tanks. They also showed up the ancient inadequacies of the male system of training craftsmen and operatives, under which no one actually taught how, explained why, or elaborated on what. It was all a matter of picking it up, however long that might take.

All credit to the fresh-eyed women who came into the factories and instituted proper instruction. All credit too to Gramplan's little series, *Do It Herself*, which has dared to assume no knowledge of the simplest tools or most basic d-i-y skills.

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True, the programmes do show two competent middle aged Aberdeen women tackling unfamiliar jobs and coping well (though it is easy to imagine them exclaiming "Nelson's it") and if they put their minds to it). And this is a good, positive image, broadcast at a time when many viewers will be housebound

mothers. But the message is not a crusading one about girls becoming carpenters, nor is it patronising in hinting at some innate, cack-handedness.

Instead we have something that television has long needed: a step-by-step guide to the smaller household jobs that once a "handyman" might have done. These include simple decorating, fixing objects to walls and emergency car repairs.

One or two items are perhaps not such a good idea. In the final programme, presenters Anne Brand and Muriel Clark put together a self-assembly dressing table. Other than showing that it is easy if you've practised before (with a rare lapse - a warning not to insert one piece the wrong way round or it gets stuck - well what, for heaven's sake, happens if it does?), this does not teach much. Every piece of self-assembly furniture is different. Some is relatively easy. Some is diabolical.

On the plus side was the programme that showed how to re-glaze a broken window and install a window lock, both of which fit into a need-to-know category. They were slightly misleading, however: the old putty was improbably soft, while the security lock chosen was the simplest available and only suitable for certain types of window.

Free fact sheets summarize what has been shown and provide diagrams. They can be obtained by post, with a glossy brochure on decorating methods given by Crown Paints, from Gramplan Television, Queen's Cross, Aberdeen AB9 2XJ.

Magic weeds

by Hugh David

In Search of the Wild Asparagus TV. Sundays, 12.30 pm. Back to the Roots Channel 4, Tuesdays, 6 pm.

What is a weed? Nothing more, according to botanist and plant-hunter Roy Lancaster, than a plant that's growing where it's not wanted.

In Search of the Wild Asparagus urges us to forget our gardens for a while and look again at Britain's wild flowers. Its stars are the plants which every self-respecting gardener pulls up and throws away, the wild buddleias and willow herbs that passers-by trample with "it a thought."

Beginning in his own "weed-garden" in Winchester, Mr Lancaster (whose previous expeditions have taken him to Turkey, Nepal, Malaya and China) sets out to explore what he calls the forgotten floral richness of this country. The six films follow him on plant-hunting forays to disused railway lines, allotments and rubbish tips, on visits to rivers, canals and beaches, and on botanical jaunts to Eland power station in Leeds and the overgrown Highgate Cemetery in London. The enthusiasm is infectious.

Somewhat similar in approach is *Back to the Roots*: once again the central premise is that there are a whole lot of interesting plants growing beyond our garden walls, although this time writer and presenter Richard Mabey is less concerned with out-and-out weeds than with some useful babies which have been thrown out with the horticultural bath-water.

Blackberries are the last wild plants we crop and eat, he says - pointing out the irony that to get them (and wild bramble-patches are now threatened by intensive agriculture and the destruction of miles of hedgerows) we will probably walk straight past several other equally nutritious plants. Wild rose hips can be made into a syrup rich in vitamin C, the strongly-scented weed Fat Hen, a sort of "mesolithic spinach" can be cooked as a vegetable, and the wild service or chequer tree, besides giving its name to many pubs in the Kentish Weald, produces fruits which taste like sultanas or very sweet dates.

This is of course home ground for Mr Mabey, author of the best-selling *Food for Free*, but the series also looks at more general ecological issues.

In other programmes he has demonstrated the value of woodland management and the art of coppicing, the virtues of natural, unploughed grazing land and the ways in which some plants and herbs acquired magical significance because of their alleged healing properties. In one episode he takes this idea further and considers recent work done by ICI on plant remedies as well as the traditional claim that feverfew can cure headaches.

It all sounds terribly folksy, but the programmes are far more than a simple catalogue of grandmother's favourite remedies. Mabey, like Lancaster, is an enthusiast, but he never allows his ideas to run away with him. In both the series and its accompanying book (written by Mabey and Francesca Greenock; Arena Books, £2.50) the tone is severely practical, looking at what is being done and what can be, rather than pining wistfully for a pollution-free arcadian never-never land.

But maybe this is the new face of ecology. Remembering the surprising success of the Ecology Party's Jonathan Porritt on a recent BBC Election Call, maybe the old image of hippies in sandals and hairy sweaters is out of date. Maybe these two series, each of them unthinkable as network television only a few years ago, are a sign of the times.

BRIEFINGS

radio & tv

OU and CE

Telephone Systems: A Case Study (Saturday, 07.15 BBC1). Film from the experimental telephone exchange at Essex University features a computer which automatically routes unanswered calls to another extension.

Management and the School (Saturday, 12.40 BBC2). The first of two programmes on Knottley Fields School.

Heat through the Lithosphere (Sunday, 10.35, Friday, 06.30 BBC2). Continuing the course on the structure, composition and evolution of the Earth.

Maths with Meaning (Friday, 23.30 VHF4). Series for people who teach maths to 10 to 13-year-olds.

Franz Kafka Centenary (Saturday, 19.15, Sunday, 19.30, Monday, 22.00 Radio 3).

Three programmes begin with an assessment by Patrick Carnegie of his work "The Trial" is on Sunday. On Monday there is a reconstruction of Kafka's final years.

Prefaces to Shakespeare (Sunday, 17.30 VHF4). Tony Church gives his personal view of "King Lear", listing the play's qualities.

Makers (Sunday, 19.45 Channel 4). "Memories of the Future" is a film about the life and legacy of John Ruskin.

general interest

Nana (Sunday, 21.00 Channel 4). Five-part adaptation of Zola's novel, shown originally in France.

The best of C. L. R. James (Monday, 23.30 Channel 4).

Famous West Indian Marxist historian talks about the USA: parties, presidency, blacks and students - and the obstacles presented by Russia and the US to civilized life.

Elkins in Israel (Wednesday, 20.30 Radio 4).

Michael Elkins traces the development of the state of Israel from 1948. In Search of Paradise (Friday, 17.30 Channel 4).

Series about the human search for harmony with nature begins by showing early efforts at artistic creation. Visits gardens made by Romans, Egyptians, Assyrians and Indians. Jenny Hill.

Summer view

New Channel 4 series beginning this summer include a what is described as "a really comprehensive series on wine", and *Mothers and Daughters*, in which six well-known women discuss their relationships with their mothers. There is also an hour-long *Well Being Special* on *Living with Diabetes*; and *Usher Landscapes*, which examines what Channel 4 calls the "un-news-worthiness" of Usher scenery.

A series of three 90-minute films by Jeremy Seabrook on the Labour Party, called *What Went Wrong?* asks "Why the struggle of working people and the removal of the old evils - slums, hunger and inhuman working conditions - has failed to bring joy and relief". *Ear to the Ground*, which began this week, is a new current affairs programme put together by a young team for a young audience. It is described by Channel 4 as "a lively up-to-the-moment programme with some pre-taped items", and it includes a sitcom featuring "The Lobes", a London family who comment on current events, as well as interviews with personalities.

Real! Nice Now is a 30-minute documentary on the 1983 Carnival held earlier this year in Port of Spain, Trinidad. *Start Here* follows *Everybody Here*. In it, Konrad the Robot introduces children - "and adults of all ages" - to the principles of physics through basic, but compulsive experiments.

Toying with ideas

Susan Thomas visits a community workshop producing play equipment at a fraction of the market price

The Bethnal Green Toy Workshop turns out well designed, high quality, beautifully finished nursery play equipment. The demand for its products seems insatiable and yet it sells them at a fraction of the market price. Why?

"Because... the workshop is an ideal in action," explains Roy Fell. "We charge cost price because the toys are going back into our own community and it is the community which supports us. We could get up to three times as much by selling commercially but we see the trainees, not the prams and climbing frames, as the product, and the fact that work experience here gets them jobs when they leave, as the real profit."

It is an unusual set up, not only because it has continued through the years of the Job Creation Programme, WEAP, YOP and now YTS but also because it grew out of a two-fold community need for toys and training.

The project started in response to a plaintive cry from the Bethnal Green Welfare Association for quality play equipment at affordable prices. Now it supplies nurseries, playgroups, special schools and hospitals. As well as giving the trainees work experience and wood-working skills, it also involves them in the creative design of the product with all the benefits that involves.

At the moment the workshop is based in the old Bethnal Green Institute. There are plans, however, to increase the number of trainees from 20 to 100 and the organisers are looking for a larger building.

The project is sponsored by Barnardos and housed and funded jointly by the ILEA and the MSC. Roy Fell is the ILEA coordinator, responsible for educational input to the courses. "The youngsters come in all sorts," he says. "Some dropped out of school years ago - they've no skills, no qualifications. Others have three or four O's. We offer further education in numeracy and literacy, life skills and O levels in English

and maths as well as trainings in woodwork, childcare and office arts.

"They are sent by careers officers, social workers, sometimes by their parents. We interview them, give them a written contract and a fortnight's experience in each department.

"But not everybody does that. If they know exactly what they want we don't see it as our job to push them into something else," says Roy. "Not everyone lasts the 12 months either. Some find a job during the course. Just occasionally both trainee and staff agree that the placement is wrong. That's very rare. They're good kids."

David St. Rose is 18, tall, serious. He wants a job in carpentry. When I met him he was busy on a batch of dressing-up clothes stands. His design folder was full of material samples, tool catalogues, price lists and rapidly improving free hand sketches, scale models and working drawings of a design for a two seater rocking swan.

"Couldn't get work after school... had a job with a meat firm, got laid off... after that, nothing. I bin here eight months - I like it. You learn a lot fast... I've designed stools and chairs. Now I'm on this rocker. We're working on a pack-flat idea - nurseries don't have much storage space - but ours keeps fallin' apart!"

Like all the other trainees he felt that school woodwork classes bore little resemblance to the real thing. Since starting he had learned to read scale drawings, work to a schedule, understand different materials.

Derek Henry, a personable, cheery 17-year-old, clearly the PR man of the outfit, unstuck some of the mini-cookers and cupboards to show me the design features - hand-made wooden knobs and hinges, doors with cut-away edges which can't trap small fingers - drawers which can't fall on to small feet.

While it is not the sole intention to employ the youngsters on batch production, says Roy Fell, there is some merit in experiencing a way of work which they are more likely to end up in than the more satisfying hand crafted approach.

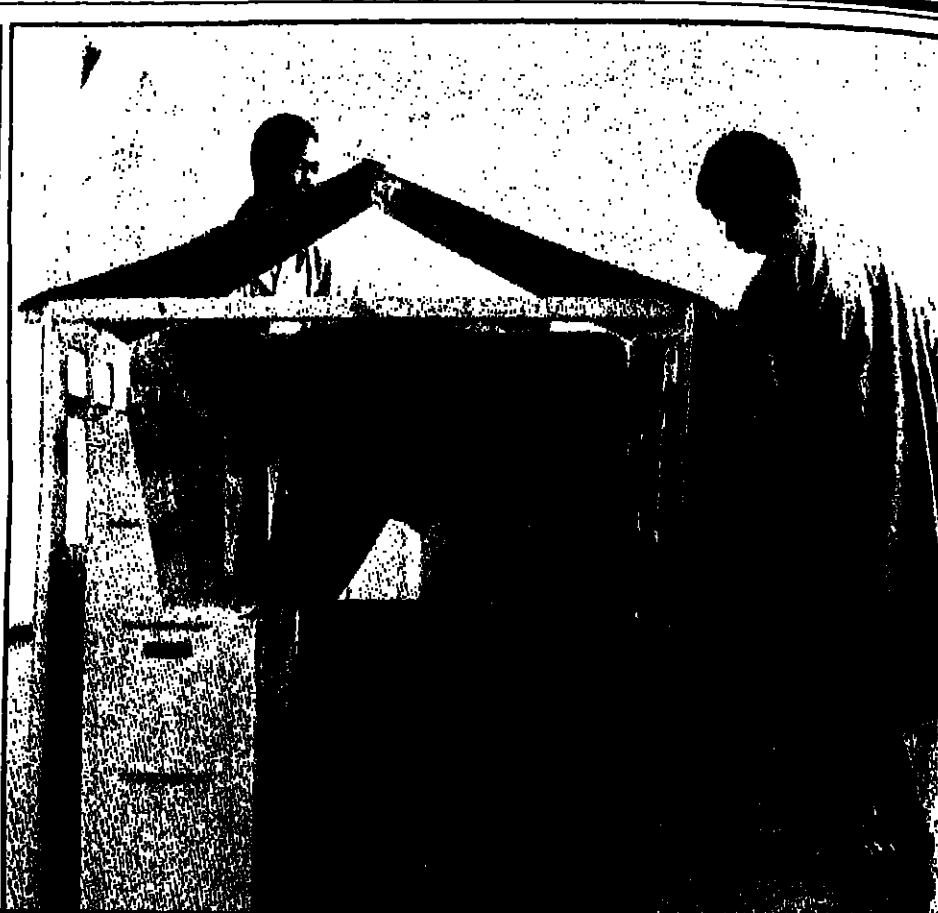
But, as Martin Ashdown, the workshop's senior supervisor explained, they get plenty of opportunity to modify existing designs and produce new ones - from first principles to prototype and wooden jigs and templates for production models. "In the process they find out how to modify a design to take account of costs, tools, what the construction pitfalls are, the limitation of the medium."

"Working from scale drawings and ordering materials involves quite a bit of meaningful maths and the contact with suppliers and buyers generally increases their self-confidence and knowhow."

The workshop has been approached by several cooperatives wanting to use its designs. "We're happy about that so long as they maintain strict quality control," says Roy Fell.

Looking at the elegant babywalker, the sturdy wooden furniture and the pack-flat playhouse with its cherry red roof, arched window and broad sill designed to be a house, a shop or a puppet theatre, I could see why he cared.

"Producing well designed, well finished equipment gives the trainees confidence and self-esteem," says Roy. The lads agree. "We take the toys along to the schools sometimes and set them up or we build furniture in the school. It's great. The kids get the fun and we get the satisfaction."



THE LADS

"We take the toys to the schools sometimes and set them up. It's great."



ROY FELL

"The youngsters come in all sorts, sent by careers officers, social workers, sometimes by their parents."



MARTIN ASHDOWN

"The contact with suppliers and buyers generally increases their self-confidence and knowhow."

Circuit breakers

Margaret Sumpter discovers live wires in a school hundreds of miles from the electronics industry

reflects the refusal of head teacher and warden, Alan Bacon, to have the subjects slotted rigidly into either a science or a design label. "Technology isn't only for the scientists and mathematicians. It's going to be a normal part of life for the pupil who goes on to do research in English literature at Oxford too. We want to give every one of our pupils a comfortable feeling about that part of life."

The school began informal electronics options in response to pupil demand in the 1970s and the last five years have been boom years. Twenty-six fifth-formers are currently taking O-level electronics. "We have gone on introducing subjects according to what the kids wanted," explained Fred Ward the head of department. "It's been possible because we have the freedom to change the technology courses offered as the demand for them has changed. For example, the emphasis has now swung towards electronics and computer education."

The pupils themselves have been clear from the beginning about what they want from the

department - more and more practical work covering more and more aspects of technology. A situation which Alan Bacon described as "true discovery learning". It's not just that they are aware of the subject's importance when it comes to getting a job, although that's something they are all concerned about," said Fred Ward. "They also want to use what they've learned. They want to make things and do things, to invent and see if their ideas work. We've just about dispensed with chalk and talk here."

As he spoke, fifth-former built amplifiers, intercom systems and digital door alarms. Between them, Fred Ward and Sam Cousins believe they can offer everything that could be wanted in the technology field. Both came to the department with wide experience of industry and a pioneering belief in spreading the technology message in schools.

"We are constantly having to re-examine our methods according to what the kids want. And next year our groups are going to be mixed-ability so we will have to find ways of being even

more practical in our approach," added Fred Ward. Cash for costly equipment is almost non-existent. Alan Bacon said, "Society highly approves of such courses but finds it difficult to commit the financial resources to them." The school's stock of equipment has therefore been built up on a self-help beg and borrow basis. Even circuit boards are now produced in the school while any redundant materials from Coutants are snapped up. The PTA has been leant on heavily for financial support and both Fred Ward and Sam Cousins have written a score of begging letters - largely without success. As a result the staff find it difficult to conceal growing resentment against bodies such as the Manpower Services Commission which seem to be treated by Government with a generosity the school feels could be more equitably shared.

The department's other headache is its continuing failure to attract girls after the third year when the subject changes from a core course to an option. At most three or four girls will choose to continue. More commonly, girls withdraw altogether despite gentle pressure from the school to carry on. "We think the girls still see technology as in some way anti-feminine," commented Alan Bacon. "It has more to do with society than with the school. We would love to be able to alter the situation, but despite all our successes in the department, we haven't overcome this one."

Technology teaching at the 1,400-pupil Ilfrcombe School and Community college has won acclaim from both educationists and industry in an area hundreds of miles from the main industrial electronics centres. The relevance of the school's courses to current industrial needs is achieved through a close link-up with Coutant Electronics, an Ilfrcombe company and one of only a tiny number of specialist electronics firms in the south-west. And it is this relevance that has earned the school its reputation in an unexpected field.

"We do what industry is thirsty for," is how teacher Sam Cousins put it.

At Coutant, where Ilfrcombe pupils are welcomed and allowed to work on their own projects in the sophisticated laboratories, technical director, John Reid, said: "Getting professionals at all levels of the industry is not very easy in an area so remote from the electronics industry. We see it as in our own interests to encourage local schools."

"We like to be good neighbours too. There are some bright lads at Ilfrcombe and when the facilities don't exist in the school we've gone as far as possible to help."

Teaching takes first place from first-form level upwards in a small workshop cum laboratory that is the department of electronics and control technology. It's an unwieldy phrase, but one that

Father-quests

The Private Memoirs and Confessions of a Justified Sinner. By James Hogg. Edited with an Introduction by John Wain. Penguin £1.95. 0 14 043 198 5. The Cone-Gatherers. By Robin Jenkins. Penguin £2.50. 0 14 00 6292 0.

God the Father was always a more compelling deity to the Scots than God the Son. In the absence of the gentler final third of the Trinity, though, it was the dour drama of fathers and sons that took a grip on the Scottish imagination.

The conflict of father and son, God and Man, early became the central trope of the Scottish novel. There is Douglas's *House with the Green Shutters*, Hay's shattering *Gilchrist*, Archie Hind's *The Dear Green Place*; in Grassie Gibbon's *Sunset Song*, Chris Cluthrie is a girl-boy in incestuous rivalry with her father and brother. While Gibbon dug deeper than most, Stevenson had already created the classic image of the relation in *Weir of Hermiston*, though all his books, *Treasure Island*, *Kidnapped*, even the tale of Jekyll and Hyde, were buried father-quests.

The founding father of the literary line was James Hogg, whose *Confessions of a Justified Sinner*, written in 1824, is the first major Scottish novel after *Waverley*. Two full generations before Jekyll and Hyde, Hogg explored the nature of evil and grace in the story of the half-brothers, George and Robert Colman, brought up apart, one in the milder atmosphere of village Presbyterianism, one in the full blast of Calvinist anthomianism. "Justification by grace", Robert, adopting the name of his tutor, becomes his brother's "doppelgänger". Under the influence of "Gil-Martin" - and Hogg never lets us decide whether Gil-Martin is the devil, a physical man or simply a psychological emanation - the good brother George is murdered and the story unfolds in its terrifying way.

The novel is divided between the "Editor's Narrative" and the "Confessions" of the justified sinner himself; it hovers between the appearance of a cool, rational history of strange events, detached and cerebral, and the fevered memory of the fleeing sinner. For literary irony and psychological force, Hogg's novel is unequalled in Scottish literature. In-describable in every sense, it demands to be read and remains as powerful now as it was closer to the events and conflicts it describes in such detail.

Part of the book's dark insight comes from Hogg's frank avowal of the power of sexuality in society and religion. Later Scots writers were to be fatally cramped by the inability to approach the taboo'd subject or by a nervy attempt to shroud it in mystical wraps. Stevenson was horrified to hear that critics were identifying Mr Hyde as the sexual instinct personified. Film Hydes, like Mamoulian's, have been uniformly transparent *id* figures; Stevenson's character was more complex but only obliquely and incidentally a sexual animal. Even in the sequel to *Kidnapped*, Stevenson tripped on the need to develop the love between Davey Balfour and the eponymous *Carriana*.

Part of Hogg's success comes from the whisper of sexuality that infuses every page of his text; the famous Edward Bawden woodcut for the Oxford Hogg unconsciously picked up the undertow of sodomy in the novel. Like his descendants, Stevenson and Gibbon, Hogg turned to the perversions of sexuality, concubinage, prostitution, pederasty, as a means of portraying spiritual and social life and also as a way of ducking the hardest fictional turn of all, a mature adult sexual relationship.

Robin Jenkins is Hogg's direct descendant, one of the two or three best living British novelists. (Rule 2: if you're good, you're British; if you're not, you're Scottish.) *Fergus Lamont* was, like Emma Tennant's *Bad Sister*, a conscious reworking of Hogg. The *Cone-Gatherers*, first published in 1955, is one of Jenkins' best books, a tale of two brothers, one handsome but bitter, the other deformed but angelic. There is no father figure like Colman senior here, only the repressed and savage gamekeeper Duror, a man whose job it is to weed out precisely such weak specimens as maimed Nell. The brothers, in an echo of Grassie Gibbon, collect pine-cones to reseed the decimated forest. Only Steinbeck's *Of Mice and Men* and Jung's fable of *Nazim*, *On the Marble Cliffs* from the canon of

modern literature resemble Jenkins' work. The catastrophic image of Christian redemption with which the book closes is out of place in a world which poses enormous philosophical doubts about the continuity and unity of creation and the nature of human love and duty. Jenkins' forest is a corrupt Eden in which sexuality, beauty, love and evil play out a fierce drama; it took a Scots writer, George MacDonald, to remind us that Lilith was there before Eve and the snake.

Years with the British Council in Spain, Sabah and Afghanistan broadened Robin Jenkins' fictional spectrum and intensified his obsession with Scottish dilemmas. Borrowed images of sexual energy - "Latin", "Eastern" - were set against the force of Calvinist repression. In foreign settings the confrontation worked out well; the story "Christian Justice", collected

in the first Penguin anthology of Scottish stories, was a masterpiece. In specifically Scottish settings the angst returns and the confusions of sexual love and Christian duty are further bogged down in their own opposites, lust and repression. Jenkins' most revealing book (and telling title) is *A Toast to the Lord*, set in a mostly imaginary Scottish town near the American Polar base at Holy Loch. The heroine, an asexual, half-wild religious fanatic falls in love with a crew-cut Baptist sailor from the mid-West. Appalled, either by the spots or the blatancy of her approach, he rejects her, and she goes off to seek a grisly solace/vengeance, cruelly and unfeelingly "spurred" by a gang of youths in long grass dotted with dog turds. Such details are gratuitous only in isolation. The impulse is important. If blurb-writers have a code, and the story "Christian Justice", collected

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What do we mean by Scottish writing?

The New Penguin Book of Scottish Short Stories. Edited by Ian Murray. Penguin £1.95. 0 14 00 6411 7. Greenview. By George Mackay Brown. Penguin £1.95. 0 14 00 3978 3. Nigel Tranter's Scotland: A Very Personal Review. By Nigel Tranter. Penguin £3.95. 0 14 00 6668 3.

Scottish writing is a protean entity, whether identified through setting, or theme, or language; in *extremis* simply from birth, enabling us to appropriate writers to the cause as it suits us to claim or disown them, a seriously loose proceeding for a nation dedicated to self-definition. It underlines that omnipresent sense of paradox dear to our hearts, a tradition upheld by Penguin in offering a *New Penguin Book of Scottish Short Stories* which is, in fact, a historical anthology. The "old" one, edited by J F Hendry, offered (in 1970) an attempt at "a composite picture of the various facets of Scottish writing today"; Ian Murray has chosen instead to compile an introductory collection aimed at a readership unacquainted with the genre, concentrating largely on works in English, with dialect or Scots kept to a minimum and Gaelic understandably ab-

sent. The choice is solid and predictable, including as it does such much-anthologized pieces as Scott's "The Two Drovers", Linklater's "Sealskin Trousers", or Lewis Grassie Gibbon's "Sméddum", although it is good to have them in so accessible a form.

The omission of Robin Jenkins is the biggest surprise. It might be argued that Jenkins' work focuses too much away from these shores but for the fact that the selection includes one of Stevenson's best-known Samoan stories, and one by Muriel Spark, who always sits comfortably in this kind of group. Such discriminations begin to suggest the potential difficulties involved in definitions, but the stories assembled here none the less seem intended to convey characteristically "Scottish" preoccupations, notably the supernatural, and with the *Cal Stories* which is, in fact, a historical anthology. The "old" one, edited by J F Hendry, offered (in 1970) an attempt at "a composite picture of the various facets of Scottish writing today"; Ian Murray has chosen instead to compile an introductory collection aimed at a readership unacquainted with the genre, concentrating largely on works in English, with dialect or Scots kept to a minimum and Gaelic understandably ab-

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however validly, are not those which most of the population inhabit, the urban centres which remain, as William McIlvanney has recently pointed out, desperately under-fictionalized. It is an imbalance which stretches beyond these books, encouraging a fashionable backwards vision which slips all too easily into romantic nostalgia, and which is only slowly and unevenly being redressed. The collection of our newest writers at which Murray hints seems an essential, rather than merely desirable, contribution, although the suspicion remains that the Scottish writing which will move beyond the stereotypes paraded here - as it surely now must - largely remains to be written.

That our writers none the less excel in their examinations of such communities is confirmed in the issues of George Mackay Brown's 1972 novel *Greenview*, begging again the question of what we mean by Scottish writing. Brown creates a weak in the life of the inhabitants of a small Orkney village, a timeless and isolated world bound by the rhythms of the sea and the land, fishing and farming, affected only in minor ways by the quickening pace of the twentieth century until its literal destruction by the government to make way for a never com-

pleted project, a motif which has since taken on an unlooked-for significance in Scottish affairs. It has been much admired, often for its specifically Scottish qualities: its preoccupation with the way of life, history and myth of a closed community, and with the psychological strains which rend it; an interweaving of fantasy into the narrative; and an overt sense of some kind of determination, of being caught in the inescapable grip of larger forces, all of which have served to distinguish the Scottish novel within the broader stream of British fiction.

Brown, however, is an Orcadian, and they notoriously do not consider themselves to be Scottish; indeed, there is much here, and more overtly in *Magnus*, which is Scandinavian in origin. Yet it does not stand incongruously in the company of its mainland counterparts, and remains very much a Scottish novel, creating in rich and often comic prose an increasingly impoverished society adrift from the broad swathe of a contemporary experience, while avoiding the sentimentality too often associated with such ventures, and has lost none of its power in the intervening years.

The third book, Nigel Tranter's personal reminiscences, reveals another Scotland. The novelist ex-

plains his fascination with history, and heritage; religion and the national character, politics and public affairs, and sketches out the (lavishly illustrated) parameters of a largely rural, largely privileged world in which he, as a writer and agitator, a Liberal Nationalist rather than Conservative, represents the acceptable face of dissent within the establishment. His love of the land and his genuine commitment to the causes he espouses is not to be doubted, but to any reader not so involved, the whole seems insular, self-satisfied, complacent, an ultimately protected society where one makes "unfriendly" rather than enemies, far removed from the city streets where the major problems now lie, no part of the world mapped here.

Tranter's Scotland, he declares, "is never dull," a sentiment which would surely fall strangely on the ears of those to whom dull might constitute a reprieve, a world without social injustice, inequality, poverty, hardship, always looking back to better times, forward to their restoration through the old, failed ways. It will doubtless be devoured avidly by his many admirers, who wish to hear no less.

K G Mathieson

bustious" or "angry". Irish novels "littering", then Scots novels always seem to come out "grim" or, on good days, just "bleak".

In 1566, John Knox loosed the "First Blast of the Trumpet Against the Monstrous Regiment of Women". Whatever walls fell, they have never been satisfactorily rebuilt. Scots writing remains male-dominated, letrated and harsh. Sexuality is either evaded or choked with metaphoric mush. It has become a cliché that the novel sinks or swims on its ability to portray adult love, whether or not it stops at the bedroom door. The Scots have mostly stayed at the foot of the stairs (and only occasionally gone through the roof). Knox only meant the "regiment" of Mary and Mary of Guise, but he poisoned the well.

Brian Morton



Dr Johnson said of his Scottish tour that he "got an acquisition of more ideas by it than by anything that I remember". Finlay J Macdonald's book *A Journey to the Western Isles: Johnson's Scottish Journey Retrace* (Macdonald £12.95) puts a fascinating gloss on the Doctor's remark. Left: Johnson in his travelling garb; below, a Rowlandson print showing Boswell dancing on top of Duncairn Hill in Raasay.



HEADSHIPS From January 1984

MAULDEN LOWER SCHOOL
Church Road, Maulden, Bedford MK45 2AU
Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 4 Lower School.
Estimated number on roll January 1984: 141 pupils aged 4-8+ years. Closing date 8th July 1983.

TEMPLEFIELD LOWER SCHOOL
Steppingley Road, Filtwick, Bedford MK45 1AJ
Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 4 Lower School.
Estimated number on roll January 1984: 175 pupils aged 4-8+ years. Closing date 8th July 1983.

ALL SAINTS VOLUNTARY AIDED LOWER SCHOOL
Church Street, Clifton, Bedford SG17 5ES
Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 3 Voluntary Aided Lower School. Applications will be particularly welcomed from teachers who are regular communicant members of the Church of England.
Estimated number on roll January 1984: 110 pupils aged 5-9 years. Closing date 22nd July 1983.

Application forms and further details for the above Headships available from the Chief Education Officer, County Hall, Cauldwell Street, Bedford MK42 9AP.
The Council is an Equal Opportunities Employer.

Bedfordshire

Leicestershire PRIMARY HEADS

required for January 1984.
LEICESTER FOREST EAST HOLMFIELD COUNTY PRIMARY SCHOOL - GROUP 5
Approx. 200 on roll - on outskirts of Leicester.
SWANSEA NEWPORT COUNTY PRIMARY SCHOOL - GROUP 5
Approx. 200 on roll - expanding area, modern open plan, opened November 1982.
BARDON HILL CE (CONTROLLED) PRIMARY SCHOOL - GROUP 2
Approx. 73 on roll - village school.
BRIDFORD COUNTY PRIMARY SCHOOL - GROUP 2
Approx. 30 on roll - attractive village school.
HEMINGTON COUNTY PRIMARY SCHOOL - GROUP 1
Approx. 21 on roll - small school.
OSWALDSTON COUNTY PRIMARY SCHOOL - GROUP 1
Approx. 47 on roll - attractive school in small mining village.
Details on request (SAE). Apply (no forms) with full particulars and the names and addresses of two referees to: The Director of Education, County Hall, Glenfield, Leicester LE5 8RF.
Closing date 15th July.

Equal Opportunities Policy
Applications are welcome from suitably qualified and experienced people regardless of race, ethnic origin, religion, sex, marital status or disability.

HEADTEACHERS

Required for 1st January, 1984.
GREAT BADDOW, BEEHIVE LANE COUNTY PRIMARY SCHOOL (Group 5)
Beehive Lane, Great Baddow, Chelmsford
UPSHIRE COUNTY PRIMARY SCHOOL (Group 6)
Upshire, Waltham Abbey
MILTON HALL COUNTY PRIMARY SCHOOL (Group 5)
Milton Hall, Salisbury Avenue, Westcliff-on-Sea
Closing date: 22nd July, 1983.
Removal and disturbance allowance scheme in operation.
Please send full SAE for application form and further details to County Education Officer, PO Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD.

ESSEX
County Council

PRIMARY HEADSHIPS continued

DERBYSHIRE

COUNTY COUNCIL HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the Headships of these schools.

ALVASTON INFANT SCHOOL
Derby
Group 4 - Estimated Number on Roll 1983/4 - 177

DUKE OF NORFOLK'S CE PRIMARY SCHOOL
Derby
Group 4 - Estimated Number on Roll 1983/4 - 215

Application forms and particulars (see page 3) may be obtained from the Director of Education, County Office, 245, 246, Derbyshire, DE4 2AC.
Closing date - 15 July 1983.

Derbyshire County Council is an equal opportunities employer. 110010

DORSET
BLANDFORD COUNTY FIRST SCHOOL
Handley, W. Salisbury.
Age range 5-11.
Required for January 1984.
HEAD TEACHER for this Group 4 school.

Application forms and further details from the Education Officer, County Office, 100, 101, Blandford, Dorset, DT11 1JL.
Closing date 15th July 1983. (110010)

DORSET
MOORWATER ST JOHN'S CE (AIDED) PRIMARY SCHOOL
Vicarage Road, Bournemouth.
Required for January 1984.
HEAD TEACHER for this Group 6 school. Communicant members of the Church of England preferred.

Details and application forms from the Education Officer, County Office, 100, 101, Bournemouth, Dorset, BH1 1JL.
Closing date 15th July 1983. (110010)

DORSET
MARWOOD CE (AIDED) PRIMARY SCHOOL
Vicarage Road, Bournemouth.
Required for January 1984.
HEAD TEACHER (Group 1) required from January 1984. Further details and application forms from the Education Officer, County Office, 100, 101, Bournemouth, Dorset, BH1 1JL.
Closing date 15th July 1983. (110010)

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Closing date 15th July 1983. (110010)

DORSET
MARWOOD CE (AIDED) PRIMARY SCHOOL
Vicarage Road, Bournemouth.
Required for January 1984.
HEAD TEACHER (Group 1) required from January 1984. Further details and application forms from the Education Officer, County Office, 100, 101, Bournemouth, Dorset, BH1 1JL.
Closing date 15th July 1983. (110010)

DORSET
MOORWATER ST JOHN'S CE (AIDED) PRIMARY SCHOOL
Vicarage Road, Bournemouth.
Required for January 1984.
HEAD TEACHER for this Group 6 school. Communicant members of the Church of England preferred.

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HEAD TEACHER for this Group 6 school. Communicant members of the Church of England preferred.

HERTFORDSHIRE

CHURCH OF ENGLAND VOLUNTARY AIDED JMI SCHOOL

Applications for the Headship of this Group 4 Lower School are invited from suitably qualified and experienced teachers.

Applications will be particularly welcomed from teachers who are regular communicant members of the Church of England.

Estimated number on roll January 1984: 220 pupils aged 4-8+ years.

Application forms and further details from the Education Officer, County Office, 11, 12, Hertford, Hertfordshire, SG13 8BQ and to be returned by Monday 11 July 1983 to the Divisional Education Officer, (11551) 110010

HERTFORDSHIRE
HILLDALE JMI SCHOOL
Hillside Lane, Abbots Langley, Watford.
Applications are invited from suitably qualified and experienced teachers for this Group 4 Lower School.

Application forms and further details from the Education Officer, County Office, 11, 12, Hertford, Hertfordshire, SG13 8BQ and to be returned by Monday 11 July 1983 to the Divisional Education Officer, (11551) 110010

HERTFORDSHIRE
PLETTVILLE JMI SCHOOL
Plethwell Road, St. Albans.
Applications are invited from suitably qualified and experienced teachers for this Group 4 Lower School.

Application forms and further details from the Education Officer, County Office, 11, 12, Hertford, Hertfordshire, SG13 8BQ and to be returned by Monday 11 July 1983 to the Divisional Education Officer, (11551) 110010

HERTFORDSHIRE
SKYWOOD JMI SCHOOL
Skywood Lane, St. Albans.
Applications are invited from suitably qualified and experienced teachers for this Group 4 Lower School.

Application forms and further details from the Education Officer, County Office, 11, 12, Hertford, Hertfordshire, SG13 8BQ and to be returned by Monday 11 July 1983 to the Divisional Education Officer, (11551) 110010

HERTFORDSHIRE
SKYWOOD JMI SCHOOL
Skywood Lane, St. Albans.
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HERTFORDSHIRE
SKYWOOD JMI SCHOOL
Skywood Lane, St. Albans.
Applications are invited from suitably qualified and experienced teachers for this Group 4 Lower School.

ilea Inner London Education Authority HEADSHIP

HOLY TRINITY CE (JM&I) SCHOOL
Trinity Walk, Maresfield Gardens, NW3 6SQ. Tel: 01-435 9089

Headteacher required from September 1983 or as soon as possible. Roll 193. Burnham group 4 plus Inner London allowance. Practising C.E. communicant sought who will maintain and strengthen links between church and school. School of mixed culture in pleasant surroundings.

Application forms, with further details, from Rev. E. John Smith, 4 Netherhall Gardens, NW3 6RR. Closing date for return of completed application forms 15 July.

ILEA is an equal opportunities employer.

Education

Appointment of Headteacher

WYNDALE DRIVE FIRST SCHOOL
Wynndale Drive, Mansfield, Notts NG18 3NY

Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the promotion of the Headteacher to another school within the Authority.

Number on roll: 170. Salary Group: 4

Vacant 1st September, 1983, to be filled as soon as possible thereafter.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

Closing date: 15th July, 1983.



Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

PARK INFANT SCHOOL

Eleonor Road, London E15 4AB
Head Teacher: Miss P. Willis
Number on roll: 160 (approximately)

HEAD TEACHER

Group 3

Required September 1983 or as soon as possible thereafter.
London Allowance: 2939 plus Social Priority Allowance.
Application forms/further particulars (see page 3) available from The Director of Education to whom completed forms should be returned by 12th July, 1983.

Education Offices, Broadway, Stratford, London E15 4BP.



SURREY COUNTY COUNCIL

*FRINGE AREA LONDON ALLOWANCE
*246 p.a. THROUGHOUT THE COUNTY
*Temporary housing may be available
*Generous relocation expenses in approved cases.

HEADSHIP

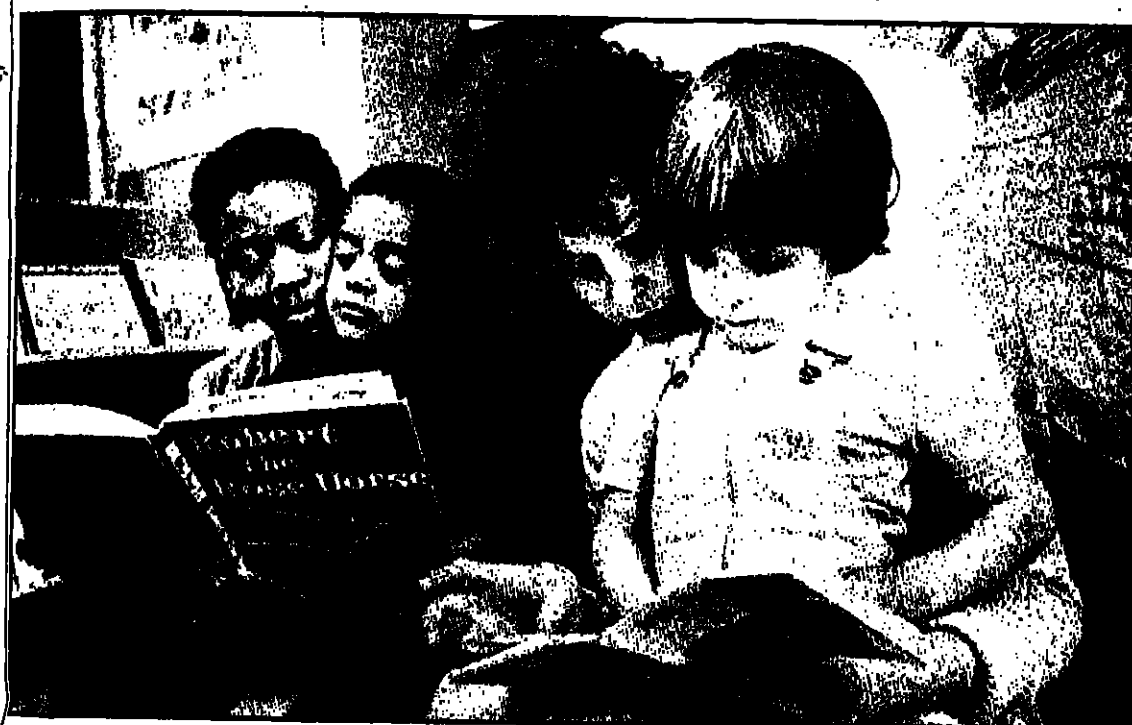
ST MARY'S CHURCH OF ENGLAND MIDDLE: BYFLEET

HEADTEACHER required January 1984 for this Group 5 Church of England (Voluntary Controlled) Middle School for pupils aged 8-12 years.

Estimated N.O.R. (January 1984) 310.

Application form and further details available from County Education Officer, (T/P/EB), County Hall, Kingston-upon-Thames, KT1 2DJ. Application forms to be returned not later than 15th July, 1983.

EXTRA READING



Parent partners

Mary Hoffman reports on a new scheme

"No child learns to read by reading only in school", says Margaret Meek, and in the London Borough of Hackney, this message is being taken to heart. All over the Education Authority, primary schools, and one or two secondaries are taking part in a scheme to involve parents with their children's reading. Known as PACT (Parents And Children Teachers) to those who run it, the parents call it "helping the kids with their reading".

It all started with a pilot project at the De Beauvoir Junior School. A small project team had been given a brief to improve the lot of children with learning difficulties in a handful of Hackney schools. They had done a lot of work with parents' groups and wanted to try a more formalized liaison between home and school. Even something as simple as getting parents to read with their children would have been a daring innovation in the sixties, when distance between parents and teachers was accepted as inevitable, even educationally desirable. But by the end of the seventies, the climate had changed. Alex Griffiths, educational psychologist with the team, was encouraged by the success of the Haringey project, which began publishing its results after the PACT pilot scheme had been launched. In Haringey too, researchers had found that children whose parents heard them read did better on school reading tests.

After the success of the De Beauvoir scheme, where there is now a hundred per cent take up by parents, the scheme proliferated. Now Alex Griffiths says he doesn't always know how many schools are running them, though in a recent survey it was 38 out of 46 primaries. He is modest about the original team's initiative, sustaining and co-ordinating role: "We do very little ourselves now; we just encourage the schools to run their own schemes". But Alex Griffiths is careful to mould her plans to their needs. "A lot

dial teacher for Hackney, work indefatigably as consultants, visiting schools, talking to parents' meetings and giving advice to anyone who wants to start a PACT scheme.

It begins in the nursery, Angela Jefferis, who is in charge of Harington Hill Nursery, started her scheme off by talking individually to the parents of all 25 children in the school. They all agreed to read to their children for a short time every evening from a book chosen in the nursery and borrowed for a week. Of course, some of the parents read to their children already, but this was a new kind of commitment. Report cards are provided with every book, so that parents can record their comments and the child's reactions to the book. Pat Gale, whose son Lloyd is at the nursery, told me that she used to read to him whenever he had a new book but not much in between. "We certainly wouldn't have bought him a new book every week so he definitely gets read to more often now."

Harington Hill is hidden in the middle of a drab council estate, a small square barrack with no garden. Once inside the door, it's like finding a very nice present in a dull brown-paper parcel. It was one of the first schools to begin a PACT scheme. Angela Jefferis has no doubt that it has been worth the extra work involved in organizing the loan scheme and responding to parents' written comments. "All the children are now very keen on books and they love choosing them to take home."

On the way to Stoke Newington, on the other side of the borough, the writing on the wall is daubed in large white letters - graffiti about Colin Roach. At St Mary's otherwise known as Stoke Newington Parochial, Pat Gregory the headteacher tells me about her PACT scheme, which has been running only a week. About half of the parents came to the initial meeting and Pat Gregory is careful to mould her plans to their needs. "A lot

of the mothers are night-nurses and if you want reading with the children to be taken on board, you've got to make it fit the families. Otherwise they'll just think it's school all over again."

St Mary's also sends home a card for parents to write their comments on, but for this age group the children read to the parents more than the parents to the children. This can make parents more concerned with achievement than enjoyment, something which Hackney teachers are keen to avoid. Pat Gregory told me that the parents in her school, right at the beginning of the scheme, were anxious for the children to bring their graded class readers home but she wanted them to start with their own favourite books.

Children are

EXTRA

Concrete nouns rule OK

Listening to Children Reading. By Helen Arnold. Hodden and Stoughton (UKRA Teaching of Reading Monograph) £2.95. 340 26298 2

Observing Young Readers - Selected Papers. By Marie Clay. Heinemann Educational £9.50. 435 80232 1

If you are a teacher, there are two useful little tests to apply to books about teaching that will help you decide how much time you need to spend on them. The first is the concrete-noun-count: you simply check the ratio of abstract to concrete nouns and avoid the books with a high abstract quotient. Teachers measure out their lives in real classrooms, those most concrete of all places, and need to see this reality recognized and explained in books about schools and children. The second test, equally simplistic, is the great Monday-morning question: Will this book help me to decide what to do on Monday morning? If yes, it might well be worth reading. *Listening to Children Reading* passes both these tests with the greatest of ease, and *Observing Young Readers* comes very close to it.

Of course, there are more substantial differences between them

than that. Helen Arnold has written a short, practical, non-theoretical development of the ideas and distinctive formal of the *Extending Beginning Reading Project*. It is all of a piece, concerned with what junior and middle school teachers do, or could do, when they listen to children read. Marie Clay has put together a much fatter volume, a collection of her own papers on the psychological development of young readers, ranging from extracts from her doctoral thesis (1966) to a report on an inservice programme for teachers of reading (1982).

Although Helen Arnold's book is intensely practical, it is by no means short on ideas. The principal theme of the book is an almost angry awareness of the discrepancy between what we teach successfully in reading (code-cracking, measured as progress through a graded scheme) and what we teach less successfully, if at all (a set of attitudes to reading that will guarantee independent and critical reading from an early age). This central idea motivates and informs the discussion of specific topics and techniques throughout the book.

The first chapter begins at the beginning with an account of the historical origins of the practice of "hearing reading". It is full of interesting quotations, information

and insights. Pieces of Bullock, for example, set against conditions from Plowden, begin to look distinctly formal and structured: is this really what we want? Next, Helen Arnold gives a very tongue-in-cheek explanation of how the virtually universal belief in the efficacy of listening to children read individually (against the advice of several HMI reports) is a pathetic attempt to meet the demands of a child-centred philosophy. And there's a devastating account of how children themselves view the task of learning to read. Interviewer: "Do you think you ought to learn to read?" Eight year old boy: "Yes". Interviewer: "Why, do you think you should?" Boy: "That I can stop."

Other equally interesting chapters explain (yes, really tell you how to do it) different methods of miscue analysis, giving careful guidelines on the limits and purposes of this technique. The last two chapters are recommendations: How To Do It. Helen Arnold paints an optimistic picture of how "hearing reading", under a new name (the reading interview), could teach the child to be a committed independent reader with a true sense of the purposes of reading. These recommendations are set in the context of junior and middle schools, but I can't imagine an infant or first school teacher who

couldn't learn something from them. *Observing Young Readers* is a much more motley collection of ideas. The research projects discussed cover, among other things, children's written and spoken language, intervention and remedial programmes, children bilingual in English and Samoan, Maori children learning to read in English, and the early detection of non-readers; it's a remarkable list and a testament to the energy and inventiveness of the author.

In spite of the substantially different styles and purposes of the two books, it is interesting to note certain similarities: in one major respect their approaches are alike in that their views of reading are always based on careful observations of what teachers and children actually do. They agree, for example, that many children only acquire reading problems as a result of the teaching they have received. And they both use their observations as ammunition in the reforming campaigns they have mounted. But there remain important differences between the reforms they advocate. Helen Arnold exhorts teachers to move away from the graded schemes to give children more opportunities to learn for themselves, whereas Marie Clay is concerned with ways in which teachers

can work effectively with the published schemes. She urges them to use insights from her own experimental work in their day-to-day practice. She is, in short, suggesting that teachers need to know a good deal about developmental psychology to teach reading well, and that she is the very person to tell them what they need to know. If she's right this book is certainly an excellent place to start. But Helen Arnold suggests, more radically, that teachers can be helped to help themselves, rather than rely on experts. The technique of miscue analysis, coupled with a willingness to rethink accepted practice, can, she argues, help teachers to see for themselves how their own teaching can become more effective.

The issue that separates the two authors is the relative value of the concepts and experiences, of the experimental psychologist on the one hand, and the first-hand classroom experience of the practising teacher on the other. I think most teachers will be happier with Helen Arnold's perspective: concrete nouns rule O.K. Furthermore, *Listening to Children Reading* is one of the most Monday-morning books I've ever read.

Mary Jane Drummond



Reading together at home

hundred per cent of the parents have joined in the Infants and in the first and second year Juniors. Much of the impetus has been provided by Claire McMahon, the language post holder, who has organized the scheme. There has been no extra funding to finance the extra books needed or to pay for the wear and tear on existing favourites. And it has meant a lot of extra work for Claire McMahon and her colleagues. They have prepared an excellent booklet for parents, *Let's Read Together*, which emphasizes the mutual enjoyment of the experience and is full of good advice like "sometimes take it in turn to read a page each" and "short friendly sessions will help your child most".

Each book that a child chooses to take home has a card in it explaining whether it is more suitable for the children to read it independently, have it read to them or read it jointly. This of course calls for enormous knowledge, not only of children's ability, but also of books - and they do take a home a great book. But Claire McMahon thinks it has been worth all the extra work. "There's much better contact and liaison bars Storer, mother of Dionne and Tina, agrees, "I used to just take the kids to school and fetch them back and that was all I saw of the teachers. Now we're writing things on these cards and so are they. So they know what we think and we know what they think."

Some of the children at Thomas Fairchild come from homes where English is not the first language, but if

the parents don't read English, older brothers and sisters do the reading session. A new development in the borough has been dual language "family books", autobiographical stories written by parents of children at Princess May Junior School. The first four books are set in St Lucia, Jamaica, St Kitts and Guyana but the second languages used, as well as the St Lucian patois, are Turkish, and Bengali. Although other schools can buy these booklets, the main idea is for each school to get its own parents writing their own material.

With children reading stories to their own families, or ones even by them, we have moved a long way from the image of a harassed teacher giving one ear for thirty seconds to a child stumbling through a boring primer. What Hackney seems to show is that it can transform a mechanical and tired teaching task into real shared learning.

When the parents take it back into the family, then reading becomes a more organic part of the rest of a child's life. In the imagery of Margaret Meek, it's like feeding or dressing, something you start by doing all of for your child and which they gradually take over for themselves.

Mary Hoffman

Margaret Meek *Learning to Read, Bodley Head, 1982*. Vera Southgate et al. *Extending Beginning Reading*, Heinemann Educational/Schools Council.

EXTRA

Leading readers along the right path

Betty Root surveys some of the available materials

It is paradoxical that the more we understand the reading process, the less certain many teachers become; about what they should be doing to help young children learn to read. If, among Victorian virtues there must be times when teachers could be justified in looking back to those days when simplistic notions about the theories of reading prevailed and choice was almost non-existent. Diversions along the narrow path were categorically discouraged, for the teaching of reading was perceived as "a science composed of slowly accumulated facts".

During the past twenty years the issues have grown more complex and the choices have multiplied. Teachers are bombarded with new ideas and publications. Research findings provide encouragement for innovation. It would be foolish to pretend that a clear sense of direction is easy to establish. In most instances it is not arrogance or ignorance which causes teachers to be oblivious to research, but the sheer weight of evidence which is often contradictory.

Publishers often take on the responsibility of the sifting process. New books and resources often reflect trends in education thinking. Change in classroom procedures and teachers' attitudes (both so difficult to achieve) can evolve through the understanding and use of new materials.

To what extent publishers attempt to exert such an influence might be measured by an analysis of recent publications, even though this is only supposition. In the field of reading and language, more than 150 new series of books have been published during the last 12 months. Not one of these is designed to help slow readers apart from occasional and welcome additions to established series (e.g. *Spirals*, *Bull's Eye*, *Alpha*).

In view of all this, it is not surprising that publishers are following the publication of the Warnock report, it is surprising that publishers have seemingly ignored this area of growth. The existing provision is already extremely sparse, and becoming more so as many books disappear from catalogues.

On the other hand, 27 sets of new books/language programmes have been published. Almost all of them are designated to teach "higher order reading skills" (never very clearly defined).

But although schools are almost spoilt for choice, inevitably some of this new material presents less of a challenge to children than a means of keeping them occupied - preferably silently! Teachers need to examine these language books most carefully before purchase. Glossy covers and attractive illustrations can mask the pedestrian nature of the text. Nevertheless, there are many books which do generate discussion and provide purposeful writing.

Comprehension Skills (SDM). Three books, £6.50 each. Published by LDA.

Literary and inferential comprehension work. Context Reading. Three books, £1.20 each. Three skill masters (SDMs), £10 each. Published by Oliver & Boyd.

These are much better than they first appear. Work on reading diagrams, reference and study skills. *Handling Language*. Two books, £1.75-£1.95 each. Published by Hutchinson.

Lively but somewhat dense text, covers a grammar point on each page. *Let's What You Mean*. Two books, £1 each. Oliver & Boyd.

Somewhat dreary in appearance, but some useful ideas to help children digest, record and remember what they read.

Reading Clues. Book 1, £1. Book 2, £1.30. Teachers' book, £2.20. Published by Oliver & Boyd.

Non-expendable cloze procedure exercises. *Reading Well*. Four books, £1.30-£1.60 each. Published by Oliver & Boyd.

Prediction, sequencing, context clues, main ideas etc. Teaches skills and strategies through group discussion. All clearly presented. *Targets*. Three books, £1.40 each. Published by Nelson.

Reading skills for learning. Not very consistent, but imaginative in parts. *What Next*. Four books (SDM), £7.95 each. Published by Holmes McGougall.

These worksheets encourage prediction, context reasoning and sequential thinking. Group discussion based on silent reading. Very useful material.

Which Word. One book, 95p. Published by Hodder & Stoughton.

Contains 60 cloze texts, graded in difficulty 9+. *Words in Their Places* with similar objectives from the same publisher 8+.

Write Again. Two books, £1.75 each. Published by Oliver & Boyd.

Graded programme of writing practice. Pupil edit and criticize the work of their peers. Stimulating and interesting books (10-13).

Another proliferation has arisen in the area of extension readers - at least 22 new series. Research based in Manchester reported an excruciating percentage of children reading *Wide Range* books. The Shropshire Survey, which was a report of a small-scale local research project, discovered a similar disturbing situation.

It is inexcusable to deprive children of a rich variety of books when they have just begun to experience the joys of independent reading. Books should raise memories of pleasure and achievement, not boredom and suffering. There is an extensive range, some are listed.

Gazelle and Antelope. £1.95-£2.75 each. Published by Hamish Hamilton.

A well established series has recently been redesigned and new titles added. A good range of stories and so many children feel they are making real progress when they have a book with a hard cover.

Hummingbirds. Eighteen books, £1.35 each. Published by Hart Davis.

Six new books have been added to this very successful series. Beautifully written stories with backgrounds ranging from magical countries to urban environments. *Kaleidoscope*. Published by Books for Students.

An exciting and valuable idea which saves time. Each *Kaleidoscope* box contains 49-50 current paperbacks (with plastic covers) suitable for a particular age range. Eleven boxes covering 5-15 years prices £40-£48 a box. Good value.

Once Upon a Time. Four books, £3.95 a set. Published by Ginn.

Four traditional tales. Exceptional illustrations, and the text has been carefully written by Cliff Moon. Can be used to extend Level 5 of Reading 360.

Oxford Junior Readers. 18 books, £1.55 each. Published by Oxford University Press.

Divided into three series covering true stories, myths and legends and new stories. Roderick Hunt, author of the popular *Chutney and Whizz* books, writes many of these stories, and the standard we have come to expect from this author is maintained. *People of the Bible*. Eight books, £1.50 each. Published by Methuen.

Superb illustrations and sensitively written text ensure these books will encourage many children to enjoy little stories.

Playmakers. Nine books, £1 each. Published by Cambridge University Press.

Sheila Lane and Marion Kemp write the *Take Part* books (Ward Lock) and these new plays will surely attract equal enthusiasm. *Storybooks*. 7 titles. *Picture Classics*. 4 titles. *Animal Stories*. 3 titles.

World Legends. 3 titles. Published by Usborne at £1 each.

All these storybooks are irresistible to children, because of the high ratio of pictures to text. They are especially helpful to those not motivated to reading.

Storytrails. Ten books, 95p each. Published by Cambridge University Press.

This very popular series has recently been extended. The stories are motivating and demand active participation from the reader.

Storyworld. Four books, £1.95 each. Published by Ward Lock.

Each book is a collection of short stories and poems edited by Geoffrey Summerfield. Many of the fascinating stories not to be found in any other collection.

Tales from Long ago. Eight books, £7.50 a set. Published by Ginn.

Ben Butterworth, a well established author, has written these traditional stories. Each book is attractively illustrated, and with only 16 pages, can be read with enthusiasm.

Tim Paperbacks. £1.10 each. Published by Hodder & Stoughton.

The existing stories about Tim (series title, *Flightpath to Reading*) must be some of the most popular in the junior school. The stories are so motivating that the children really do take off into independent reading. These new 128-page paperbacks will immediately appeal, especially as the vocabulary is not so demanding and the young readers can concentrate on the story.

True Tales Series. Two books, 95p each. Published by Ward Lock.

Children are often absorbed by true stories. One of these books is about famous escapes, and the other about ghosts. Further titles in preparation.

Many schemes have a good range of extension readers, and often have additional related language work. *Language Patterns* (Holt Reinhart) and *Reading 360* (Ginn) are examples.

Research has exposed the difficult reading levels of many information books and yet suggests that children often reject narrative for more factual books, especially if they relate to their own pursuits. Happily easier information books have increased in number. More and more publishers are beginning to consult educational experts on

readability levels and are working alongside authors and illustrators to ensure a coherent text.

Finally, the perennial question of reading schemes is not likely to disappear. All the recent surveys confirm that most primary teachers continue to lean heavily on structured schemes to provide a core to their teaching programme.

This does not imply that young children are denied access to a wealth of books, nor that all the reading scheme books contain impoverished literature. In the early stages, building children's confidence is just as important as exposing them to good stories.

One *Two Three and Away* (Hart Davis) is an excellent illustration of how this can be achieved. Sheila McCullagh magically continues to extend this series without any loss of quality; she remains sensitive to the needs of teachers and children in all she writes.

One *Two Three and Away*, despite its 166 items, is not difficult to organize in a classroom. Recent additions include pre-readers 9-12; introductory M-P (making 38 little books before Book 1); and six new Hummingbirds, with some easier Hummingbirds promised later.

The publisher, Learning Development Aids, has recently provided a One, Two Three and Away version of *Stile*, which contains a variety of activities associated with the readers. *Stile* is very popular with children of all ages - it is both flexible and satisfying to use.

Storychest (E. J. Arnold) which was well reviewed on these pages, now contains 108 books. *Storychest* deserves all the praise it received: the poetry and plays are especially appreciated and the read together books have encouraged teachers to look more closely at Don Holdaway's research.

Link-Up Story Club books (Holmes McDougall) have added strength to the earlier levels of this scheme. *Language in Action* (Macmillan) now has three books of Word Study spirit masters to reinforce the readers, and a simplified guide and revised handbooks will be published soon. These will be welcome, because when a scheme has been added to over a number of years it is not always easy to consider it as a whole.

Which ever books we provide should, through the excitement and fascination of stories, poems and facts, give children the success they need to become competent and willing readers. Once they have achieved this goal we need to allow time for them to relish this absorbing pleasure.

Reading to children must always be the best way to encourage them to go on learning. The children's comments quoted from the Hodgson and Frye survey reveal how easy it is to forget this.

Teacher reads to us ... if we are not doing PE ... just before break if the work of the class is up to standard ... whenever she feels like it, but not for two months (thankfully) ... every day.

Reading 360 (Ginn) has been established long enough to prove its real worth, and for some of the cracks to appear. Thank goodness teachers feel able to criticize! The publisher has not been slow in responding, and schools are looking forward to the 24 new little books for the first four levels.

Further language work to enhance the books at levels seven and eight is already available, and levels five and six will follow at the end of the year. The organization of this comprehensive language programme has to be a well planned operation. Schools have accepted this, and the team work which has ensued has in itself been beneficial to teachers.

Twelve little books - *My Own Readers* - have been added to the *Gay Way* scheme (Macmillan), with a book of spirit masters to provide resources for teacher-made activities. The original basic book remains unchanged apart from new covers and illustrations, so "mother" continues to wash on Mondays, iron on Tuesdays, clean on Wednesdays ...

Mr Tansley has written a new series, *Duncan Dragon* (Hulton). The illustrations, especially of the children, are ugly. The text is repetitive. The first activity book is called a "busy book" - and is just that. Honestly indeed!

Lastly, *Language Patterns* (Holt Reinhart and Winston) is beginning to look more promising now that the later stages have been published. The length of the earlier books is daunting, but there is some interesting material for more able readers.

Which ever books we provide should, through the excitement and fascination of stories, poems and facts, give children the success they need to become competent and willing readers. Once they have achieved this goal we need to allow time for them to relish this absorbing pleasure.

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Which ever books we provide should, through the excitement and fascination of stories, poems and facts, give children the success they need to become competent and willing readers. Once they have achieved this goal we need to allow time for them to relish this absorbing pleasure.

ARNOLD - WHEATON

"TIM" PAPERBACKS

Shelia K. McDougall

Tim and the People of the Moonlight 95p

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Set of 4 Tim Paperbacks £3.95

NEW

TROG AND GRANDPA GRIPE

Ben Butterworth

Trog and Grandpa Knows Best 95p

Set of 8 titles

That Boy Trog 95p

NEW

Please send me on inspection the titles I have ticked above. ☐

NAME: _____

SCHOOL: _____

ADDRESS: _____

POSTCODE: _____

LEA: _____

Return to: ARNOLD-WHEATON PUBLISHING, 21 Arnold & Son Limited, FREEPOST, Leeds LS11 8YV (no stamp needed in the UK)

In your search for good books for the class, your trail ends here ...



Allen Sharp

An outstandingly popular series.

Children aged 7 to 14 and their teachers recommend *Storytrails*:

- Different from other books because the reader chooses what happens - 'in some books I think to myself "you should have done that, you silly twit", but in *Storytrails* there is none of that. *Storytrails* get you excited ... just like if you were in the adventure.'
- If you make the wrong decision, you can start again along a new trail - 'you can read the book again and you won't get bored with it.'
- Carefully controlled language level - 'I liked this book because it scared me and I could read it all by myself.'
- Even those who don't like reading will not be able to help turning over the page to read what happens next!

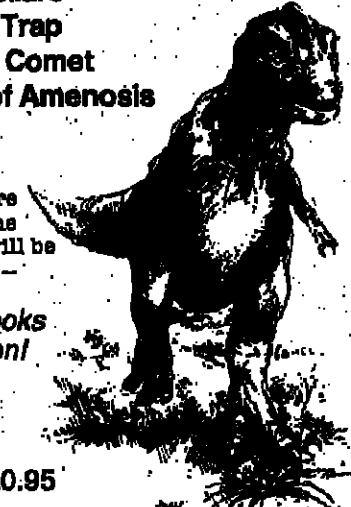
The Haunters of Marsh Hall
The King's Mission
Invitation to Murder
The Evil of Mr Happiness
Terror in the Fourth Dimension
The Stone of Badda

Just published:
The Dirty Dollars
The Deadly Trap
Night of the Comet
The Tomb of Amenosis

Please could you write more and me and the whole class will be very grateful -

Four new books in preparation!

Each book £0.95



CAMBRIDGE UNIVERSITY PRESS
The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England

Angela Anning

EALING
FINCH HURDLE
EDUCATION SERVICE
WATERMILL
SCHOOL
 Waterside Road, Acton, W3
 65A
 Temporary part time
 appointment 1983/4
 Required for September 1983
 an experienced teacher for 6
 sessions per week to become
 a member of the Lower
 School Team with general
 teaching of the
 7-11 age scale 1 plus 139
 London weighting
 Priority consideration
 for Head to be returned by
 July 1983. (4724) 125652

Secondary Education

Headships

DERBYSHIRE
EDUCATION COMMITTEE
HEADSHIP
QUEEN ELIZABETH'S
SCHOOL
Amberg

Applications are invited
 from suitably qualified and

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Liverpool L11 9AY
4 March 11 1981

SUFFOLK
BUNGAY MIDDLE SCHOOL
Millside Road East, Bungay
(01502) 302000
We are recruiting, September 1983,
a class teacher, Scale 1, for
Year 5. An experienced teacher
in a team teaching situation is
preferred. It is expected that
the successful candidate will
be able to help with the
teaching of Home Economics
and Science.
Letters of application and
curriculum vitae should be sent
to the Headmaster, Bungal Middle
School, in a.n.p. please as soon
as possible. (14156) 125622

HEALTH CARE Group 8
H31,955 to £15,185
Application form (starling
Form TS) and further
information, please apply to
Mrs SAE from the Third
Floor, Education Office,
Thomas Street, Liverpool
L1 4BE. Closing date 15
October 1983. For an ap-
plication by 11th July 1983
only.

This is a temporary post
initially for 1 year.

Equal Opportunity Em-
ployers. We are an equal
opportunities employer. No
discrimination irrespective of
race, marital status or
disability. 14091 150093

EDUCATION DEPARTMENT **SIMPLE ENGLISH**

Rowena School for Girls

Sittingbourne
Group 9. Roll (Spring Term 1983): 733

HEAD TEACHER

Applications are invited from suitably qualified and

experienced teachers for the post of Head Teacher of this
 Glide High School (14-15) which follows on with the

High School (11-16) which takes vacants at the end of the Autumn Term 1983, upon the retirement of the present Headmistress, Miss J. F. Sutton. Under the Authority's Thames-side scheme of secondary education, the school has a comprehensive intake of about 8 forms of entry in years one and two. At the age of thirteen, pupils either transfer to Upper Schools (13-18) to follow courses leading to GCE 'O' and 'A' levels, or remain at Rowena where they prepare for GCE 'O' level and CSE examinations.

Re-advertisement: previous applicants will be reconsidered. Application forms and further particulars from the Divisional Education Officer, Divisional County Offices, (Surrey of Remembrance, Sittingbourne, Kent, ME10 4DD. (Ssee please.)

Closing date for applications: 22.7.83.

Shropshire Education Committee
SECONDARY SCHOOL
HEADSHIPS

The following vacancies will occur at the beginning of the
Spring Term 1984.


Group 10
Madeley Court School, Telford
An 11-18 school with 942 pupils

Wrockwardine Wood School, Telford
An 11-16 school with 1,002 pupils

Group 11
Phoenix School, Dawley, Telford

An 11-18 school with 1,143 pupils

Application forms and further particulars (send SAE) from:
J. Boyers, BA, County Education Officer,
Education Department, Shirehall, Abbey Foregate,
Shrewsbury ST2 6ND, to whom they should be returned by
Wednesday, 20th July 1983.

 **Shropshire
County Council**

DERBYSHIRE

DE3 88Y
11 - 18 Mixed
Comprehensive
Required for September
a temporary teacher of
Geography Scale 1 to
cover for maternity leave,
probably until Easter,
1988. Some sixth form
G.Y.5.L. available. and
Apply immediately by
letter with a.s.e. for de-
tails.
DERBYSHIRE COUNTY
COUNCIL IS AN EQUAL
OPPORTUNITY EMPLOYER.
(01511) 135622

DEVON
Please see displayed cover
Licensing on page 55. (1158)
13/02/21

ability range up to 'C' and CSE, including Sixth Form work. An

2938. Application forms and further details from the headmaster to whom complete forms should be returned by Tuesday 12 July 1983 (8AC 14735) 15269

SIGN AND

People,

to the Head Teacher Designate at Oakland
Cleveland T85400,
1-16 mixed comprehensive),
School to be formed by the amalgamation of

AL SUBJECTS

able to the Head Teacher Designate at
Cleveland TSB BRP.

ated (comprehensive),

chool to be formed by the amalgamation of

RAMA

**CS/SCIENCE
D GENERAL**

able to the Head Teacher Designate at
rough, Cleveland TSB BRP.

M COLLEGE

E (Roll 423), Acidam,
Y. (Tel: Middlesbrough 814381)
up to 'A' level. Further details may be

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Other Assistants

EAST SUSSEX
NEWLANDS MANOR
SCHOOL
Sutton Place, Seaford
(Independent Boarding School for
Boys)
(Tel: 0523: 890309)
Applications are invited from
well qualified or educated
for the following part-time
post (Resident or Non-resident)
to September 1982
MATHEMATICS: Interest in
Computer Studies an advantage.
Burnham State according to
experience.
Applications, with the
names of two referees, to the
Headmaster, 116033.

N SCHOOL SHIP

of some 430 girls, all
ry and other benefits will
responsibilities attaching to

d from:
nn Craig,
the Governors
ean School,
s Inn Fields,
WC2A 3DW.

ND'S COLLEGE
Hall Green
Derfordshire

udent Roman Catholic
Day School becomes
September 1984 on the
Michael Garvey, MA.
may be obtained from
Governors, St. Edmund's
ns to be received by

D

nclyde
t Department
TREATMENT OFFICE
(Education Link)
Viewpark, Uddingston
t/iv - 27,877-28,949
APPOINTMENT
In All Programmes and is temporary
project only.
according to the needs and abilities
assess with the children's eventual

ness and children's hearings, allows their appropriate agencies and work force team, having flexibility via a 24-hour, 24-hour per week to be worked during the day and week-end may be a teaching qualification in either possession of a current driving

100

INDEPENDENT MATRIS
continued

LONDON W1
QUEEN'S COLLEGE
3 Harley Street, London W1
Required for September 1984.
Mathematics or Science to
teach girls from 11 to 16 level
Further Mathematics and Uni-
versity entrance. The principal
will interview. (105186) 183424

LONDON
JOHN WYCLIFFE SCHOOL
126 Thurloe Park Road, West
Dulwich, London SE21
Required for September 1984.
Qualified teacher to teach
to 'O' level, some help
with boys' studies or the ability
to teach a subsidiary subject
which would be an advantage.
Burroughs Scale 1.
Apply to the Headmaster,
nursing curriculum vitae and
names of 2 referees. (183484)

SURREY

MATHEMATICS
Required for January
1984 experienced teacher
for middle/primary range in
boys' day preparatory
school. High standards ex-
pected. Leading to major
& minor mathematics and
Common Entrance. A will-
ingness to participate fully
in school life an essential
qualification. Salary
Outer London Burroughs 11.
Frustrated and/or
incomplete.
Applications in written
form to the Head-
master, Rokeby School,
Woking, Surrey GU24 0JH
(18306) 183424

SURREY
ROYAL GRAMMAR SCHOOL
Guildford
Required for January 1984.
Qualified teacher to teach
Mathematics throughout the school, up
to and including Common
Entrance. This is an opportunity
to teach in a school where
the curriculum is broad and
ambitious. The school is
well equipped and has a
high standard of achievement.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Applications in written
form to the Head-
master, Royal Grammar School,
Guildford, Surrey GU1 1AA
(18306) 183424

WILTSHIRE
CRITTLINGTON HOUSE
School
An Independent Day School
requires from September 1983
a teacher to 'O' Level stan-
dards.
Please apply: The Principal,
Crittlington House School,
Wiltshire. (18604) 183424

SURREY
SUTTON
Biology teacher required in
September 1984. Must like hard
work, develop subject with
15-19 year olds. Salary
Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Sutton School, Surrey GU1 1AA
(18306) 183424

WESTMINSTER SCHOOL

Head of French

Applications are invited for this post which
becomes vacant in January 1984. The
successful applicant will be responsible for the
organisation of French teaching throughout
the school to Oxbridge Entrance level. An
ability to teach a second language an
advantage but not essential.

Applications together with the names of two
referees to:
The Headmaster,
Westminster School
17 Dean's Yard
London SW1
from whom further details may be obtained.

Modern Languages

Other Assistants

BROMLEY
BROMLEY HIGH SCHOOL
Blackbrook Lane, Bromley,
Kent, SE26 5JH
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Bromley High School, Blackbrook Lane,
Bromley, Kent SE26 5JH
(18306) 183424

KENT

DOVER COLLEGE
Dover, Kent CT17 5RH
Tel: (01393) 63041
(18306) 183424
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Dover College, Dover, Kent CT17 5RH
(18306) 183424

LONDON
ST. DUNSTON'S COLLEGE
London SE24 8JH
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
St. Dunston's College, London SE24 8JH
(18306) 183424

WARWICKSHIRE
ST. MARY'S SCHOOL
Cottingham, Warwick
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
St. Mary's School, Cottingham, Warwick
(18306) 183424

WILTSHIRE
ST. MARY'S SCHOOL
Cottingham, Wiltshire
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
St. Mary's School, Cottingham, Wiltshire
(18306) 183424

Music

Other Assistants

AYR
WELLINGTON SCHOOL
Ayr
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Wellington School, Ayr
(18306) 183424

CUMBRIA
ST. ANNE'S SCHOOL FOR
GIRLS
Widener
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
St. Anne's School for Girls, Widener
(18306) 183424

CUMBRIA
ST. ANNE'S SCHOOL FOR
GIRLS
Widener
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
St. Anne's School for Girls, Widener
(18306) 183424

HERFORDSHIRE
WORTHERSHIRE
Luton School
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Worthershire School, Luton
(18306) 183424

LONDON SW16
PURNEY HIGH SCHOOL
15 Purney Hill, SW16 6JH
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Purney High School, 15 Purney Hill, SW16 6JH
(18306) 183424

DEVON
ST. MARGARET'S SCHOOL
Barnstaple
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
St. Margaret's School, Barnstaple
(18306) 183424

BRIGHTON
ROEDAN SCHOOL
Brighton
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Roedan School, Brighton
(18306) 183424

NORTH YORKS
CLAYTON COLLEGE
Clayton
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Clayton College, Clayton
(18306) 183424

SURREY

ST. TERE'S CONVENT
School
1111, Dorchester
Independent Day and Night
Schools, 360 girls 11-18
years.
Subsidiary experienced person
required in the responsible
position of Deputy Head-
master. Apply to the Head-
master, St. Tere's Convent,
1111, Dorchester. Salary
Outer London Burroughs 11.
Frustrated and/or
incomplete. (105051) 183424

Physical Education

Other Assistants

LONDON N16
BEIS SHAMMAL GRAMMAR
School
124, Bathurst Road, London
N16 5JH
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Beis Shammal Grammar School,
124, Bathurst Road, London N16 5JH
(18306) 183424

Religious Education

Other Assistants

LONDON
FOREST SCHOOL
Forest Hill, London
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Forest School, Forest Hill, London
(18306) 183424

Science

Holds of Department

LONDON
PALMER GREEN HIGH
School
Palmer Green, London
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Palmer Green High School, Palmer Green, London
(18306) 183424

STAFFORDSHIRE

STAFFORDSHIRE
STAFFORDSHIRE
Stafford
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Staffordshire School, Stafford
(18306) 183424

SURREY

SURREY
ROYAL NAVAL SCHOOL
Hartley, Surrey
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Royal Naval School, Hartley, Surrey
(18306) 183424

Other Assistants

DEVON
ST. MARGARET'S SCHOOL
Barnstaple
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
St. Margaret's School, Barnstaple
(18306) 183424

BRIGHTON

BRIGHTON
ROEDAN SCHOOL
Brighton
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Roedan School, Brighton
(18306) 183424

NORTH YORKS

NORTH YORKS
CLAYTON COLLEGE
Clayton
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Clayton College, Clayton
(18306) 183424

GLOUCESTERSHIRE

GLOUCESTERSHIRE
WESTONBART SCHOOL
Westonbart, Gloucestershire
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Westonbart School, Westonbart, Gloucestershire
(18306) 183424

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Required for September 1984.
Qualified teacher to teach
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will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Westonbart School, Westonbart, Gloucestershire
(18306) 183424

LONDON

LONDON
FOREST SCHOOL
Forest Hill, London
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
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appointment and ex-
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will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
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Forest School, Forest Hill, London
(18306) 183424

ROME - ITALY

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FOREST SCHOOL
Forest Hill, London
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
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will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Forest School, Forest Hill, London
(18306) 183424

WEST SUSSEX

WEST SUSSEX
HURSTPETER COLLEGE
Hurst Peter, West Sussex
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Hurst Peter College, Hurst Peter, West Sussex
(18306) 183424

SURREY

SURREY
SUTTON
Biology teacher required in
September 1984. Must like hard
work, develop subject with
15-19 year olds. Salary
Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Sutton School, Surrey GU1 1AA
(18306) 183424

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Frustrated and/or
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(18306) 183424

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Frustrated and/or
incomplete.
Apply to the Headmaster,
Sutton School, Surrey GU1 1AA
(18306) 183424

LONDON NW11

LONDON NW11
KING ALFRED SCHOOL
North End Road, London
NW11 1JH
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
King Alfred School, North End Road, London NW11 1JH
(18306) 183424

LONDON W5

LONDON W5
WATFORD SCHOOL
Watford, London
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Watford School, Watford, London
(18306) 183424

LONDON

LONDON
FOREST SCHOOL
Forest Hill, London
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
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appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Forest School, Forest Hill, London
(18306) 183424

LONDON

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Forest Hill, London
Required for September 1984.
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Frustrated and/or
incomplete.
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(18306) 183424

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Frustrated and/or
incomplete.
Apply to the Headmaster,
Forest School, Forest Hill, London
(18306) 183424

THE TIMES EDUCATIONAL SUPPLEMENT 1.7.83

INDEPENDENT
EDUCATION
continued

SURREY
Residential Vacancies in Sur-
vey with form college for En-
trance and Business Studies.
Full-time challenging posts for
experienced teachers. Salary
Outer London Burroughs 11.
Frustrated and/or
incomplete. (18306) 183424

WEST YORKSHIRE

WEST YORKSHIRE
GATEWAY SCHOOL
Leeds LS17 9LS
Required for September 1984.
Qualified teacher to teach
to 'O' level, full-time
teaching. The vacancy arises be-
cause of maternity leave and
it is anticipated that the
teacher will be a full-time
appointment and ex-
perience in class teaching
will be an advantage.
Salary Outer London Burroughs 11.
Frustrated and/or
incomplete.
Apply to the Headmaster,
Gateway School, Leeds LS17 9LS
(18306) 183424

LONDON

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FOREST SCHOOL
Forest Hill, London
Required for September 1984.
Qualified teacher to teach
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Salary Outer London Burroughs 11.
Frustrated and/or
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Forest School, Forest Hill, London
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Frustrated and/or
incomplete.
Apply to the Headmaster,
Forest School, Forest Hill, London
(18306) 183424

LONDON

SULTANATE OF OMAN AIR FORCE

TEACHING APPOINTMENTS

Applications are invited from suitable qualified and experienced Teachers of English as a Foreign Language, aged below 50 to fill vacancies in the Directorate of Education Services. Successful applicants will teach English from Beginners to Advanced Intermediate level and to various technical training levels. Applicants must be qualified teachers, hold a TEFL certificate and have at least five years teaching experience. Preference will be given to those who also have previous military experience.

These are civilian contract appointments for two years unaccompanied. Pay (in Omani Rials) is equivalent to £15,000 p.a. at the current rate of exchange. There is an end-of-contract gratuity of 20% of total pay received. Pay and gratuities are tax free normally. Mess accommodation and services are provided free and three periods of 20 days UK leave is granted annually with air passages paid. Interested applicants should write giving brief details of qualifications and experience and quote reference number 25B1 to:

Personnel Officer (M.R.), Airwork Ltd,
Bournemouth (Hurn) Airport,
Christchurch, Dorset BH23 6EB

NORWAY

THE STAVANGER BRITISH SCHOOL
Requires teachers in Infant & Junior Departments from August 1983. Applicants with full C.V., testimonials and copies of two recent photographs should be sent to the Headmaster, The British School, Stavanger, Norway. Interviews will take place in August 1983. 460000

PARIS

The British School of Paris.
See main advert under India.
Paris, 13245 460000

PARIS

THE BRITISH SCHOOL OF PARIS
SENIOR MASTER
See main advert under India.
Paris, 13245 460000

ROME - ITALY

INTERNATIONAL CO-EDUCATIONAL SCHOOL
Requires Graduate Biology Teacher with PGCE and 3 years experience in teaching throughout secondary school to September 1983. Applications by letter, giving curriculum vitae and full references, to the Headmaster, International Co-Educational School, Via della Pace, 10, 00187 Rome, Italy. Closing date 15th July 1983. 460000

OVERSEAS continued

GERMANY

THE FRANKFURT INTERNATIONAL SCHOOL
Requires Teacher of Secondary School, French, and a Teacher of Secondary School, German. For September 1983. The Frankfurt International School is a co-educational school, serving the international community of Frankfurt/Main. The curriculum is American oriented. Initial contracts will be for 2 years with possibility of extension. The salaries are above British. Applicants should write, including telephone area code and number, to the Headmaster, The Frankfurt International School, Waldstrasse 1, 65700 Bad Nauheim, Federal Republic of Germany. 100181 460000

KENYA

BRADFORD & HILLY COMMUNITY COLLEGE
Requires a single male teacher to teach English, History, Geography, and Physical Education. Candidates must be male UK citizens with a British educational background. A minimum of four years teaching experience is required, together with a Teachers Certificate. A TEFL qualification or experience with Second Language teaching is preferred, with experience in primary or early middle school education.

Salary: R.O. 500-620 per month (paid in Riyals Omani free of local tax. A.R.O. 0.600 = £1 is equivalent to £10,000-£12,400).
Bradford & Hilly Community College is co-ordinating this appointment on behalf of the Royal Guard Boys' Technical School. The School is residential and currently accommodates 160 pupils in classes from Year 1 (10-12 years) to Year 8 (18-20 years).
Application forms and further details are available from: A. W. Hodgson, Staffing Officer, Bradford & Hilly Community College, Great Horton Road, BRADFORD BD7 1AY.
CLOSING DATE: 11th July 1983.

Teach in North Africa

The Oil Companies School located in Tripoli, Libya, requires Elementary and Junior High School teachers who are familiar with the North American education system.

Positions include:
CLASSROOM TEACHERS K-8
PRIMARY MUSIC, Grades 4-9
PHYSICAL EDUCATION, ART 7-9 and YEARBOOK
Five years of successful teaching experience preferred. Experience in ESL/EFL teaching situation would be of benefit.
Attractive salary and benefits.
Interviews will be held in London.
Send complete applications and telephone number to:

JAWABY OIL SERVICE
UMM AL-JAWABY OIL SERVICE CO. LTD.
33 Cleveland Square, London W1M 9HF
Telex 281443 Jawab O. Att: Roy Nash

TURKEY

ENGLISH AND MATHS TEACHERS
Required for Sept. 83. A private secondary school needs qualified teachers with full C.V. and two recent photographs. Salary, free accommodation, attractive salary, 45 days in summer and 15 days in winter paid vacations.
Written application with C.V. and a recent photo to: Turk Koleji, Head of English Department, KOTLUKULU, TURKEY, not later than August 1st, 1983. 460000

ZIMBABWE

FALCON COLLEGE
P.O. Selousville, Zimbabwe
Requires at this independent non-profit boarding school for January, 1984, graduates to teach Mathematics and Physics and Chemistry to all levels.
Full details apply to the Headmaster who will be available for interviews in August in the U.K. (13245) 460000

EFL Posts in Southern Europe
For free registration send cv to: Education Agency, 6 Grosvenor Gardens, London SW1A 3AB. (14025) 460000

We seek EFL teachers for private schools of English in Greece.
Apply to: ESAC, 28 Grosvenor Gardens, London SW1A 3AB. (14025) 460000

COMBINED TRAINING INSTITUTE Administrator

Senior Training Officer Scale 4
Salary £7,404-£9,025

The Combined Training Institute houses full-time schools of the profession supplementary to medicine and is an integral part of the district based training department. The main activities of this post are associated with the day to day management and administration of the schools of the combined training institute that will include wider training duties embracing the development of a comprehensive industrial relations training scheme and the advising and implementation of basic management training within the Authority. The successful applicant will be aged between 25 and 35 years will have a degree and/or equivalent professional qualifications, has demonstrable relevant experience and will possess a real interest in education and training. Informal enquiries will be welcomed by Mr. Carole A. Evans, Assistant General Administrator (Education and Training), South Glamorgan Health Authority, 14th Floor, Pearl Assurance House, Greyfriars Road, Cardiff. Tel: 0222 394734. Closing date 14th July.

South Glamorgan Health Authority

SHEFFIELD EDUCATION DEPARTMENT

SCHOOLS OFFICER (2 posts)

POH - £10,860-£12,174

This is an opportunity to join the Schools Programme Management team in a large and progressive education authority. The successful applicant will be responsible to a Senior or Assistant Education Officer and they will be expected to take on a full role and provide support across the wide range of work on current educational issues in the schools area. These new posts offer excellent career prospects in Education administration. In order to meet the demands expected, candidates should be graduates with teaching experience. Some administrative experience would be an advantage. Closing date 16 July.

TEMPORARY SENIOR CAREERS OFFICER (SPECIAL NEEDS)

AP4/5 - £8873-£9325

The appointment is temporary because the permanent post-holder is due to take maternity leave. This is a general post within an area team of twelve Careers Officers, but with responsibility for representing 'within' the team, the interests of young people and other clients special needs. This includes all groups of disadvantaged clients. Applicants should be qualified and well experienced Careers Officers. Closing date 16 July.

Application forms and further details from the Chief Education Officer (Ref: ST/PC/M), Education Department, Leopold Street, Sheffield S1 1RJ.
It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race.

Administration Local Education Authority

ESSEX

COUNTY COUNCIL
HIGHER INSTITUTE OF STUDENT SERVICES UNIT
Applications are invited from persons or graduates or equivalent attainment for the following posts available from September 1983:
CAREERS AND EMPLOYMENT ADVISOR: An experienced person in relevant employment in industry, commerce, or in an industrial, commercial, or public sector, or similar role, with interest in the development of careers information and advice to students.
WELFARE OFFICER: An interest in the welfare of young people is essential. An A.D. 6,875 p.a. plus annual award (pending).
Further details available from the Institute of Student Services Unit, Higher Institute of Student Services, South Chelmsford, Essex (Tel: 0282 55449) Ext. 241. (04040) 460000

Primary Adviser

Soulbury Group 10 - Salary
£16,623-£17,877 inclusive.

This is a new post, joining an existing team. It entails:
(1) First call responsibility for twenty primary schools.
(2) General advice in an area of primary practice in which the successful candidate is strong. (3) A major in-service training commitment.

A candidate is sought who has been a successful Head of a primary school with additional experience as an Adviser or in initial or in-service training. Application forms and further details from the Director of Education, Clive Centre, Lampton Road, Hounslow TW3 4DN. Tel: 01-570 7728, Ext. 3188.

Hounslow
An Equal Opportunity Employer



WEST GLAMORGAN
County Council

EDUCATION DEPARTMENT
Youth Training Scheme Managing Agency
Appointment of Agency Manager

The West Glamorgan County Council has, subject to approval from the Manpower Services Commission, agreed to become a managing agency for up to 600 young people under the Training Scheme, starting in September 1983.

The County Council wishes to appoint an Agency Manager to assume responsibility for the development and administration of the agency.

Applicants could be from a wide range of backgrounds but should be able to demonstrate specifically experience in:
1) Working with young people
2) Leadership/Managerial responsibility
Salary will be £3,000 to £9,500 (SO1 of the NJC scales for Local Authorities APT - services).
Because this post is funded by MSC on a contract basis, the appointment will be for one year in the first instance.

Applications and further particulars are available from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3BN on receipt of a stamped, addressed, foolscap envelope.

The closing date for the receipt of completed forms is Thursday 14th July, 1983.
JOHN BEALE, DIRECTOR OF EDUCATION

GENERAL INSPECTORS
£15,642-£16,878

- Two Posts:
1. Special Educational Needs
2. Physical Education

The Special Educational Needs Inspector will have responsibility for Special Schools and Units and special needs in ordinary schools, including remedial provisions.

The Physical Education Inspector will have responsibility for Boys' and Girls' Physical Education. In addition to general duties of inspection and oversight of schools, the persons appointed will be expected to contribute to other areas of the curriculum in which they have qualifications and experience.

Application forms and further particulars from the Director of Education, The Grove, Carshalton, Surrey SM5 3AL. Tel: 01-881 5749.

Closing date 14th July, 1983.

LONDON BOROUGH OF
SUTTON

ADMIN LEA cont.

Assistant Road Safety Officer

£8,007-£8,679 p.a. incl. (award pending)

Readvertisement - previous applicants need not apply.

We are looking for an enthusiastic and self-motivated person to join a small section responsible for conducting a programme of road and water safety education, training and publicity to people of all ages within the Royal Borough.

You will be expected to plan and programme much of your own work with schools, pre-school groups and other organisations as well as deputising for the Road Safety Officer in his absence and assisting with the development of the section activities.

We wish to appoint someone with previous experience in this field or in teaching who preferably holds the certificate in Road Safety Studies. A clean current driving licence is essential.

For further information please contact Simon Ethinghausen on 01-570 5788, Ext. 270.

The Royal Borough of KENSINGTON AND CHELSEA

Application forms quoting Ref: TES/305X from:

The Personnel Service,
The Town Hall,
Horton Street, W8 7NX.

Tel: 01-837 8882

(24 hour answering service).

Closing date for applications: 18th July, 1983.
Applications are welcome from suitable qualified disabled persons.

EDUCATION DEPARTMENT - HEAD OFFICE

General Inspector

with Special Responsibility for History

Applicants should be well qualified in history and have considerable teaching experience, will be responsible for general work with certain schools in an area of the County and also for the teaching of history in all its primary, middle and secondary schools. Experience mainly or wholly in only one of two fields, primary or secondary, would not be a disadvantage.

The salary will be within the scale Soulbury Scales - Burnham Head Teachers Group 10 (£18,009-£17,282).

Assistance with removal expenses, etc. is given in approved cases. Application forms and further particulars from W. H. Petty, CBE, County Education Officer, (Ref. G/P, phone Maidstone 671411, ext 2481), Springfield, Maidstone.

Closing date 18th July, 1983.



Staffordshire Education Committee

Inspector for Craft, Design and Technology

(Soulbury Headteacher 9/10)

Applications are invited for this post which arises from the appointment of the previous holder to the position of Project Director for the authority's successful submission under the technical and vocational education initiative of the Manpower Services Commission.

The successful candidate will be expected to have an adequate grounding in the traditional areas of craft, design and technology and to be capable of developing technological awareness in schools to a high level. Particular opportunities will exist for someone possessing an interest in the development of inter-disciplinary work especially in the general field of micro-electronics. All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate trade union.

Further details and application forms enclosing SAE can be obtained from the Chief Education Officer, County Education Office, Tipping Street, Stafford ST16 2DH to be returned within 14 days of publication.

KNOWSLEY METROPOLITAN BOROUGH COUNCIL

EDUCATION DEPARTMENT

Principal Education Welfare Officer

£9,880-£10,242

Required to lead a team of 17 Education Welfare Officers including three Senior Officers located in four District Offices. The service covers 117 schools with approximately 33,000 pupils on roll.

Good qualities of leadership and experience of the role of social work in an educational setting are essential. Applicants should, preferably, possess a relevant professional qualification: casual car user allowance is payable together with assistance with removal expenses in approved cases.

Application forms are available from the Director of Manpower and Management Services, Municipal Buildings, Kirby, Merseyside L32 1TX (Tel: 051-548 0242) (24 hours) to whom they should be returned not later than 14th July, 1983.

Applications welcome from appropriately qualified disabled persons.

Department of Education and Science

HM Inspectors of Schools Mathematics

Applications are invited from men and women for early appointment as HM Inspectors of Schools with a specialist interest in mathematics. HM Inspectors of Schools act as part of both general and specialist assignments and provide professional advice to the Department and throughout the educational system.

Those appointed will have opportunities to take part with other HMI in work related to current developments such as the Technical and Vocational Education Initiative, developments in examinations and the follow-up to the Cockcroft Report and the White Paper on Teaching Quality.

Applicants, preferably aged between 35 and 45, should have a wide interest in education, good academic qualifications and substantial experience of teaching mathematics in schools, colleges or universities. Appropriate experience in industry or in teacher training would be an asset for some of the appointments. Starting salary is within the range £14,400 - £20,800 (higher in London).

Application forms (to be returned by 22 July 1983) and further information may be obtained from Mr E D Foster, Department of Education and Science, Room 18/17, Elizabeth House, 39 York Road, London SE1 7PH (telephone 01-928-9222 Extension 2785 or 2237). Please quote 5/83.

Assistant Education Officer

(Schools)

£12,408-£13,725

For this post based at County Hall, we are seeking a suitably qualified person to assist the Senior Assistant Education Officer (Schools) mainly on all aspects of primary and secondary schools administration and in-service training of teaching staff.

Application forms and further details (see please) from the County Education Officer, County Hall, Topham Road, Exeter EX2 4QG for return by 13th July 1983.

DEVON

Education Department

INSPECTOR FOR SECONDARY EDUCATION

Burnham Group 10 Headship
Salary £16,008 to £17,282
plus £815 London Weighting

Applicants for this key post should have experience in an advisory or similar role, and/or have held senior management posts in secondary schools. They should be academically well qualified in Humanities or Modern Languages, capable of making a specialist subject contribution as well as providing leadership in the further development of secondary education.

Application forms and further details from the Director of Educational Services, London Borough of Havering, Mercury House, Mercury Gardens, Romford RM1 3DR.
Closing date: 14 days from the date of this advertisement.



ADMIN L.E.A.
continued

NORTH YORKSHIRE COUNTY COUNCIL
CAREERS OFFICER - BELBY
Salary: £7,545-£8,875 after 2 years' experience (under 25).
To be based in Belby. Applicants should possess relevant qualifications (Diploma in Careers Guidance or Training or equivalent).
Applications should be sent to the County Council, 34, County Hall, North Yorkshire, YO1 1AA. (05092) 480000

HARINGEY
LONDON BOROUGH OF

HARINGEY TRAINING PROJECT
Haringey Training Project Officer Salary: £10,074 N.Y.S. (under 25).
To be based in Haringey. Applicants should possess relevant qualifications (Diploma in Careers Guidance or Training or equivalent).
Applications should be sent to the County Council, 34, County Hall, North Yorkshire, YO1 1AA. (05092) 480000

HEREFORD & WORCESTER

EDUCATION DEPARTMENT
SPECIALIST CAREERS OFFICER (H.M.S. 100)
Salary: £7,545-£8,875 after 2 years' experience (under 25).
To be based in Hereford. Applicants should possess relevant qualifications (Diploma in Careers Guidance or Training or equivalent).
Applications should be sent to the County Council, 34, County Hall, North Yorkshire, YO1 1AA. (05092) 480000

NEPAL

BURSA
BUDHANIKANTHA
Kathmandu
Salary: £7,545-£8,875 after 2 years' experience (under 25).
To be based in Kathmandu. Applicants should possess relevant qualifications (Diploma in Careers Guidance or Training or equivalent).
Applications should be sent to the County Council, 34, County Hall, North Yorkshire, YO1 1AA. (05092) 480000

HEREFORD

DIocese of Hereford
We wish to appoint a lay person with appropriate academic qualifications and teaching experience to be the Diocesan Education Officer.
Applications should be sent to the County Council, 34, County Hall, North Yorkshire, YO1 1AA. (05092) 480000

NORTH WEST

HERTFORDSHIRE
HILL END HOSPITAL
MUSIC THERAPIST
Salary: £7,545-£8,875 after 2 years' experience (under 25).
To be based in Hill End. Applicants should possess relevant qualifications (Diploma in Music Therapy or equivalent).
Applications should be sent to the County Council, 34, County Hall, North Yorkshire, YO1 1AA. (05092) 480000

CHILD CARE

ROSSSHIRE
RADDEN
A school for children with special needs.
Salary: £7,545-£8,875 after 2 years' experience (under 25).
To be based in Radden. Applicants should possess relevant qualifications (Diploma in Child Care or equivalent).
Applications should be sent to the County Council, 34, County Hall, North Yorkshire, YO1 1AA. (05092) 480000

MISCELLANEOUS

LONDON
AIR ASSURANCE COMPANY
Salary: £7,545-£8,875 after 2 years' experience (under 25).
To be based in London. Applicants should possess relevant qualifications (Diploma in Air Assurance or equivalent).
Applications should be sent to the County Council, 34, County Hall, North Yorkshire, YO1 1AA. (05092) 480000

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HERTFORDSHIRE
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MUSIC THERAPIST
Salary: £7,545-£8,875 after 2 years' experience (under 25).
To be based in Hill End. Applicants should possess relevant qualifications (Diploma in Music Therapy or equivalent).
Applications should be sent to the County Council, 34, County Hall, North Yorkshire, YO1 1AA. (05092) 480000

CUMBRIA

CUMBRIA
CUMBRIA COUNTY COUNCIL
SPECIALIST CAREERS OFFICER
Salary: £7,545-£8,875 after 2 years' experience (under 25).
To be based in Cumbria. Applicants should possess relevant qualifications (Diploma in Careers Guidance or Training or equivalent).
Applications should be sent to the County Council, 34, County Hall, North Yorkshire, YO1 1AA. (05092) 480000

SUSSEX

SUSSEX
LONDON FEDERATION OF BOYS' CLUBS
Salary: £7,545-£8,875 after 2 years' experience (under 25).
To be based in London. Applicants should possess relevant qualifications (Diploma in Boys' Clubs or equivalent).
Applications should be sent to the County Council, 34, County Hall, North Yorkshire, YO1 1AA. (05092) 480000

PLYMOUTH

PLYMOUTH
COLLEGE OF ST MARK AND ST JOHN
Salary: £7,545-£8,875 after 2 years' experience (under 25).
To be based in Plymouth. Applicants should possess relevant qualifications (Diploma in St Mark and St John or equivalent).
Applications should be sent to the County Council, 34, County Hall, North Yorkshire, YO1 1AA. (05092) 480000

OLDHAM

OLDHAM
METROPOLITAN EDUCATION
Salary: £7,545-£8,875 after 2 years' experience (under 25).
To be based in Oldham. Applicants should possess relevant qualifications (Diploma in Metropolitan Education or equivalent).
Applications should be sent to the County Council, 34, County Hall, North Yorkshire, YO1 1AA. (05092) 480000

Specialist Careers Officer

£8,658-£9,231

(temporary for up to 9 months)

For older leavers and further education students, based at Canterbury Careers Centre. Must be trained Careers Officer with experience of specialist work with older leavers; degree or higher qualification desirable.

Further particulars and application forms returnable by 15 July from W. H. Petty, Esq., CBE, County Education Officer, Springfield, Maidstone, Kent ME14 2LJ, phone Maidstone 871411, ext. 2386 (Ref C/10a).



SENIOR ASSISTANT EDUCATION OFFICER

(Special Education) Post E.5

£15,033-£16,893 per annum

Applications are invited for the above key post in the Schools Division based at Ipswich.
Applicants should be graduates with teaching experience and with expertise in special education. The post will involve responsibilities across the whole field of special needs. There will also be an opportunity to undertake some work in other fields of schools administration.
Fringe benefits include an essential user car allowance and generous resettlement allowances.
Further details and an application form are available from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ. Please enclose a stamped addressed envelope.
Closing date: 15th July 1983.

HM INSPECTOR OF SCHOOLS

£14,400 - £20,800

Applications are invited for a post of HM Inspector of Schools of Mathematics to be based initially in Edinburgh. HM Inspectors of Schools are concerned with the inspection of primary and secondary schools and of establishments of further and higher education. They may also be required to advise on matters of educational policy and administration and there are opportunities for assisting with curriculum development in most fields. Considerable travel is involved with overnight absences from home.
Candidates (preferably aged between 30 and 45) must hold a degree with First or Second Class Honours in Mathematics or an equivalent qualification and have had good teaching experience.
Starting salary within the quoted range according to qualifications and experience. Promotion prospects to £22,588 and above.
For further details and an application form (to be returned by 22 July 1983) write to Civil Service Commission, Aberdeen Link, Edinburgh, Hants RG1 1JB or telephone Edinburgh (0226) 69881 (evening service operates outside office hours). Please quote reference: Q/6027.

Scottish Education Department

Oxfordshire County Council

Education Department

Professional Assistant

- Further Education

Salary: Scale PO(C)

(£10,539-£11,703 per annum)

Applications are invited for this new post within the Further Education Division. The person appointed will be responsible to the Senior Assistant Education Officer (FE) for general assistance in the operational management of further education in the County and the post is particularly suitable for a person with teaching experience wishing to make a career in educational administration.
Application forms and further details from the Chief Education Officer, Oxfordshire County Council, Macleodfield House, New Road, Oxford, OX1 1NA, to 1983.

Application forms and further details from the Chief Education Officer, Oxfordshire County Council, Macleodfield House, New Road, Oxford, OX1 1NA, to 1983.

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BUCKINGHAMSHIRE

TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE, 14-18
In conjunction with the Manpower Services Commission the Bedford Directorate of Educational Services is mounting a TVEI scheme based on the South-East Bedford Consortium which is comprised of Tong Upper School, Yorkville Mansfield Collegiate School and Bedford and Bedford Community College. The scheme will offer a wide range of optional modules in technical, scientific and vocational education, backed by a comprehensive programme of general education, information technology, and personal development. A range of simulated work situations will be drawn from the full range of industry, and will be involved in the scheme, which will operate from 1st September, 1983.
The Consortium seeks to make the following appointment:
ASSISTANT HEAD OF VOCATIONAL STUDIES (Scale II)
The Consortium has established a Work Practices Unit on the campus of Bedford Community College. A range of simulated work situations will be available in areas such as Engineering, Retail Distribution, Catering, Office Practice, Textiles and Agriculture. The successful candidate will be responsible for the operation and supervision of the work of the unit, and for the extension of the unit into the community and commerce in order to establish a reservoir of work experience places, and (c) to organise and coordinate the work experience programme.
Suitably qualified applicants should submit a letter of application (accompanied by a curriculum vitae and the names of two referees) to: The Headmaster, Mr D. J. Wilson, Tong Upper School, Westgate Hill, Bedford MK43 0HN. Forms will be forwarded on due request.
The closing date is Monday 18th July 1983.
Candidates must state any relevant relationship to Members of the Bedford Consortium.

CHILDREN'S BOOKS Books for part-time organisers in all parts of the county to all illustrated information books for children of all ages by part-time plan work from home. Applicants should submit a letter of application (accompanied by a curriculum vitae and the names of two referees) to: The Headmaster, Mr D. J. Wilson, Tong Upper School, Westgate Hill, Bedford MK43 0HN. Forms will be forwarded on due request.
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Borough Swimming Coach - Grade AP4

£6,873 to £7,545 plus £747 London Weighting plus 10% for irregular hours.

We are looking for a suitably qualified swimming coach with proven coaching ability.

The duties will include coaching the Borough Swimming Squad, promoting facilities, liaising with schools, assisting with the organisation of Inter-Borough Competitions and generally developing swimming and diving.

Initially it will be a three year appointment. A casual car allowance is payable. There is potential for additional earnings with local clubs.

Brent is an equal opportunity employer. Applications are welcome from candidates regardless of race, nationality, ethnic or national origins, age, marital status, sex, sexual orientation and from registered disabled persons.

Application forms and job descriptions from the Personnel Division, Room 1, Brent Town Hall Annex, Forty Lane, Wembley, Middlesex HA8 8BR, returnable 23rd July 1983. Telephone 01-803-8371 (24 hour Answerphone Service). Reference number R/23 must be quoted.

London Borough of BRENT

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MINERVA OUTDOOR VENUE

Activity Centre
Salary: £7,545-£8,875 after 2 years' experience (under 25).
To be based in Minerva. Applicants should possess relevant qualifications (Diploma in Outdoor Venues or equivalent).
Applications should be sent to the County Council, 34, County Hall, North Yorkshire, YO1 1AA. (05092) 480000

DEVON
SKERN LODGE OUTDOOR CENTRE
Salary: £7,545-£8,875 after 2 years' experience (under 25).
To be based in Skern Lodge. Applicants should possess relevant qualifications (Diploma in Outdoor Centres or equivalent).
Applications should be sent to the County Council, 34, County Hall, North Yorkshire, YO1 1AA. (05092) 480000

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NORTH YORKSHIRE

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NEWCASTLE CENTRE
Salary: £7,545-£8,875 after 2 years' experience (under 25).
To be based in Newcastle. Applicants should possess relevant qualifications (Diploma in Newcastle Centres or equivalent).
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NORTH YORKSHIRE
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Salary: £7,545-£8,875 after 2 years' experience (under 2

EDUCATION COURSES

LEARN E.V.L.

English as a Foreign Language. Individual tuition. Many levels. Courses in English, French, German, Italian, Spanish, etc. Tel: 01-735 0131/735000. 22 Kensington Road, London, W8 5AG.

LINGUARAMA TEFL COURSES

Over the past few years a great many people have attended Linguarama courses in English as a Foreign Language by Direct Method. Linguarama is an international organization with centres in the United Kingdom and abroad. It employs some 300 teachers, most of whom joined through our TEFL training courses. This year we will again be running these award-winning courses in Birmingham, Manchester, and Canterbury. Courses will be held with school holidays. Charges are from £25 + VAT. For further information please write to: The Linguarama Secretariat, Linguarama Ltd, 100 Victoria Road, Warrington, Cheshire, WA1 1JL. Tel: 0925 60000.

LONDON

French, Spanish, Italian, German, etc. 5 days in central London, 5 days in the country. Full board, tuition and materials included. Tel: 01-445 5555. 41-43 Tottenham Court Road, London, W1P 0LP.

5-Day Action Courses covering French, Spanish, Italian, German, etc. Theatrical in Kensington. Tel: 01-445 5555. 41-43 Tottenham Court Road, London, W1P 0LP.

TEACHER TRAINING DIPLOMA COURSES by home study. For further details, send SAE to: The School of Modern Languages, Dept. 11, P.O. Box 132, Fawcett, Wiltshire, W1P 0LP.

Tuition

INDIVIDUAL TUITION for all examinations, also remedial and enrichment. All London districts. Tel: 01-445 5555. 41-43 Tottenham Court Road, London, W1P 0LP.

Awards and Scholarships

CAMBRIDGESHIRE

ELY CATHEDRAL. SATURDAY 8th October. 1000 places are available at the King's School, Ely, and Scholastic at the new-extended site of the King's School. Candidates should be over 14 years on the 1st September 1983. Further particulars from the Secretary, The King's School, Ely, Cambs. CB2 3BQ. Tel: 0353 60000.

LONDON

Trains to teach English as a Foreign Language. One week a full time or 2 weeks part time course. Tel: 01-735 0131/735000. 22 Kensington Road, London, W8 5AG.

ONE TERM D.E.S. Approved Courses For Teachers

Applications are invited for places on the following courses:

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Spring, Summer or Autumn Term Each Year

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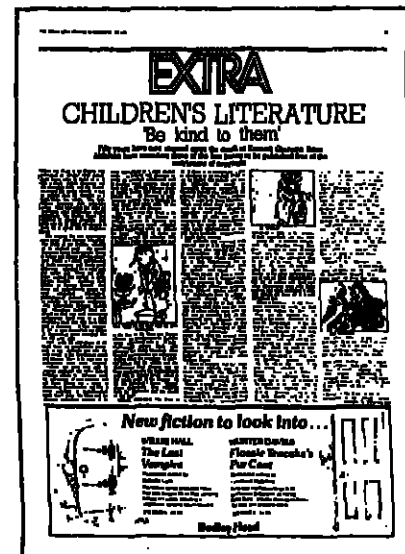
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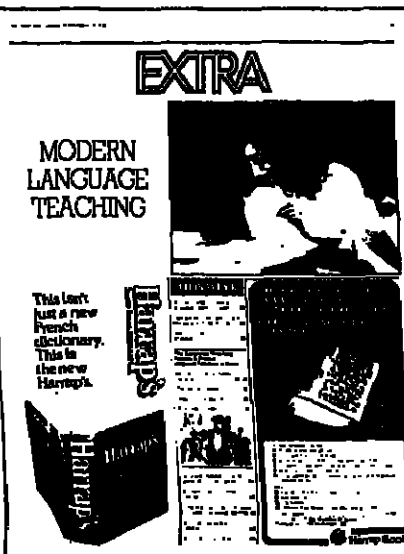
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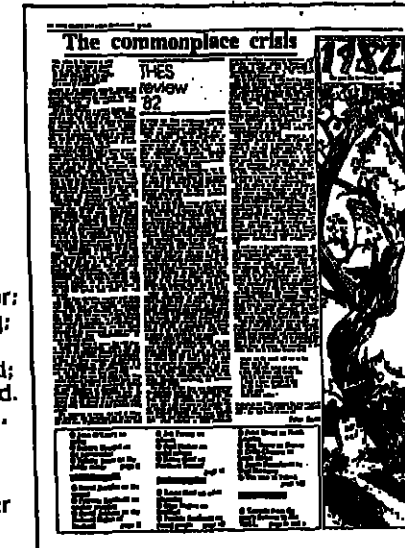
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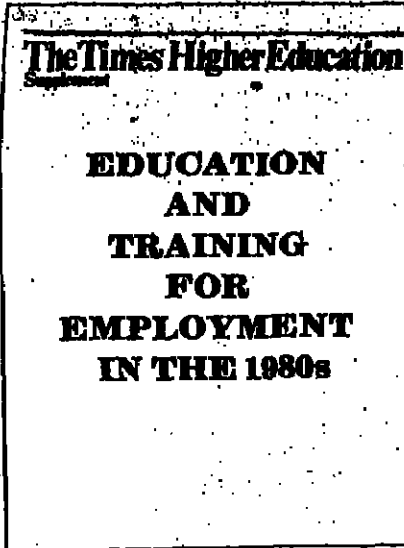
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